Interim Cycle 1
Teacher: Wade/Rosati
Subject: ELA
Grade: 5

Focus for Week 1: Character Traits
Sub-Skills: Determine the specific role that a character plays in a literary text (protagonist/antagonist), Identify character traits and emotions by examining text details, Find details to support a character trait
Anchor Text(s): Crash by Jerry Spinelli

Monday, August 29, Day #6	Tuesday, August 30, Day #7	Wednesday, August 31, Day #8	Thursday, September 1, Day #9	Friday, September 2
RE-ORIENTATION: NO ACADEMIC CLASSES	ENTRANCE DIAGNOSTIC **RE-ORIENTATION: NO ACADEMIC CLASSES**	**State Standard** **"Intro" to ELA** **Sub-Skill 1:** **Standards/expectations for ELA, novel reading, binder set-up, diagnostic information etc** **Sub-Skill 2:**	**State Standard:** **Reading – 5.RL.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text** **Writing – 5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach** **Sub-Skill 1: Find details to support a character trait (Details to support character's role); Determine the specific role that a character plays in a literary text, Identify character traits and emotions (Define and identify "character")** **Sub-Skill 2: LAUNCHING THE WRITING WORKSHOP: Gather and use writing materials independently**	**LABOR DAY: NO SCHOOL**

Focus for Week 2: Character Traits, Author's Purpose, Style and Language
Sub-Skills: Determine the specific role that a character plays in a literary text, Identify character traits and emotions by examining text details, Find details to support a character trait, Identify character motivations and opinions, Identify an author's purpose for writing, Recognize how an author's use of language creates images and feelings, (what is this saying about the character/setting etc), Analyze word choice and sentence structure to determine author's craft, Analyze author's style and language in order to determine purpose
Anchor Text(s): Crash by Jerry Spinelli

Monday, September 5	Tuesday, September 6, Day #10	Wednesday, September 7, Day #11	Thursday, September 8, Day #12	Friday, September 9, Day #13
LABOR DAY: NO SCHOOL	**State Standard** **Reading – Reading – 5.RL.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text** **Writing – 5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach** **Sub-Skill 1: Find details to**	**State Standard** **Sub-Skill 1: (Genres: FICTION/NONFICTION) Identify character motivations and opinions, Identify author's purpose for writing (persuade, inform, entertain), Analyze author's style and language in order to determine purpose** **Sub-Skill 2: Re-read to monitor for meaning**	**State Standard** **Sub-Skill 1: Identify character traits and emotions by examining text details, Find details to support a character trait, Identify character motivations and opinions** **Sub-Skill 2: Establish writing partner pairs and etiquette**	QUIZ (Character and Author's Purpose) **State Standard** **Sub-Skill 1: Recognize how an author's use of language creates images and feelings, (what is this saying about the character/setting etc), Analyze word choice and sentence structure to determine author's craft** **Sub-Skill 2: Conference**

	support a character trait (Details to support character's role); Determine the specific role that a character plays in a literary text, Identify character traits and emotions (Define and identify "character") **<u>Sub-Skill 2:</u> LAUNCHING THE WRITING WORKSHOP: Write independently to build stamina**			**about writing with a peer and a teacher**

Focus for Week 3: Main Idea, Author's Purpose, Vocabulary

Sub-Skills: Determine the main idea of one paragraph, Determine the main idea of one section or multiple paragraphs, Determine the main idea of an entire passage, Identify an alternative title for a text, Identify author's purpose for writing (persuade, inform, entertain), Use different types of context clues to determine the meaning of an unfamiliar word, Determine the meaning of an unfamiliar word within the context of a sentence or passage, Analyze author's style and language in order to determine purpose

Anchor Text(s): "Is Anyone Up There from TIME for KIDS (Non-Fiction), Other similar articles, Fiction excerpts to use for main idea practice

Monday, September 12, Day #14	Tuesday, September 13, Day #15	Wednesday, September 14, Day #16	Thursday, September 15, Day #17	Friday, September 16, Day #18
<u>State Standard</u> **Reading – 5.RI.5 : Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.** **Writing - 5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach** **<u>Sub-Skill 1:</u> Determine the main idea of one paragraph, Identify author's purpose for writing (persuade, inform, entertain), Analyze author's style and language in order to determine purpose** **<u>Sub-Skill 2:</u> LAUNCHING THE WRITING WORKSHOP: Plan, Draft, Revise and Edit, Use checklists and rubrics as self-assessment tools, verbalize ideas, brainstorm and practice storytelling**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Determine the main idea of one paragraph (Discuss FICTION/NON-FICTION again and practice main idea on BOTH TYPES)** **<u>Sub-Skill 2:</u> Plan, Draft, Revise and Edit, Use checklists and rubrics as self-assessment tools, verbalize ideas, brainstorm and practice storytelling**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Determine the main idea of one section or multiple paragraphs, Determine the main idea of an entire passage, Use different types of context clues to determine the meaning of an unfamiliar word, Determine the meaning of an unfamiliar word within the context of a sentence or passage** **<u>Sub-Skill 2:</u> Plan, Draft, Revise and Edit, Use checklists and rubrics as self-assessment tools, verbalize ideas, brainstorm and practice storytelling**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Determine the main idea of one section or multiple paragraphs, Determine the main idea of an entire passage, Use different types of context clues to determine the meaning of an unfamiliar word, Determine the meaning of an unfamiliar word within the context of a sentence or passage** **<u>Sub-Skill 2:</u> Plan, Draft, Revise and Edit, Use checklists and rubrics as self-assessment tools, verbalize ideas, brainstorm and practice storytelling**	QUIZ (Main Idea) **<u>State Standard</u>** **<u>Sub-Skill 1:</u> Determine the main idea of an entire passage, Identify an alternative title for a text** **<u>Sub-Skill 2:</u> Plan, Draft, Revise and Edit, Use checklists and rubrics as self-assessment tools, verbalize ideas, brainstorm and practice storytelling**

Focus for Week 4: Identify Details, Analyze Details, Author's Purpose

Sub-Skills: Identify specific details in a paragraph/passage, Determine which details from the text best support a given conclusion, Use details from the text to prove or contradict a statement about a passage, Recount plot happenings not explicitly stated in the text, Use important details/parts of a story to make reasonable inferences and predictions, Identify an author's purpose for writing, Analyze author's style and language in order to determine purpose

Anchor Texts: Fiction and Non-Fiction for details practice

Monday, September 19, Day #19	Tuesday, September 20, Day #20	Wednesday, September 21, Day #21	Thursday, September 22, Day #22	Friday, September 23, Day #23
<u>State Standard</u> **Reading – 5.RI.5 : Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.** **Writing - 5.W.5 With guidance and support from**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify specific details in a paragraph/passage, Determine which details from the text best support a given conclusion** **<u>Sub-Skill 2:</u> Focus on one topic**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Determine which details from the text best support a given conclusion, Use details from the text to prove or contradict a statement about a passage**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Recount plot happenings not explicitly stated in the text (INFERENCING)** **<u>Sub-Skill 2:</u> Focus on one topic (grow a story from a**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Recount plot happenings not explicitly stated in the text, Use important details/parts of a story to make reasonable inferences and predictions**

peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach **<u>Sub-Skill 1:</u> Identify specific details in a paragraph/passage, Identify an author's purpose for writing, Analyze author's style and language in order to determine purpose** **<u>Sub-Skill 2:</u> LAUNCHING THE WRITING WORKSHOP: Describe the essentials of narrative**	**(grow a story from a seed idea), Develop awareness of audience, Conventions: capitalization, punctuation**	**<u>Sub-Skill 2:</u> Focus on one topic (grow a story from a seed idea), Develop awareness of audience, Conventions: capitalization, punctuation**	**seed idea), Develop awareness of audience, Conventions: capitalization, punctuation**	**<u>Sub-Skill 2:</u> Focus on one topic (grow a story from a seed idea), Develop awareness of audience, Conventions: capitalization, punctuation**
Focus for Week 5: Sequence Details (INTERIM REVIEW) **Sub-Skills: Identify a story's beginning, middle and end, List details in sequential order, Summarize important events in sequential order** **Anchor Text(s): The First Americans by Joy Hakim + accompanying Media Text from the University of Washington (Non-Fiction), Sign of the Beaver**				
Monday, September 26, Day #24	Tuesday, September 27, Day #25	Wednesday, September 28, Day #26	Thursday, September 29, Day #27	Friday, September 30, Day #28
<u>State Standard</u> **Reading – 5.RI.5 : Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.** **Writing – 5.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.** **<u>Sub-Skill 1:</u> Identify a story's beginning, middle and end, List details in sequential order** **<u>Sub-Skill 2:</u> Summarize main parts of text before responding, Use textual evidence to support summary**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> List details in sequential order, Summarize important events in sequential order** **<u>Sub-Skill 2:</u> Summarize main parts of text before responding, Use textual evidence to support summary**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> RE-TEACH for INTERIM** **<u>Sub-Skill 2:</u> Make text-to-text, text-to-self, and text-to-world connections in writing**	**INTERIM #1 MATH** **RE-TEACH previous objectives** **<u>Sub-Skill 2:</u> Make text-to-text, text-to-self, and text-to-world connections in writing**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Review main idea, other concepts that need RE-TEACH** **<u>Sub-Skill 2:</u> Make text-to-text, text-to-self, and text-to-world connections in writing**

Interim Cycle 2

Teacher: Wade/Rosati

Subject: ELA

Grade: 5

Focus for Week 1: Genres, Author's Purpose, Style and Language **Sub-Skills: Define characteristics of different genres, Compare and contrast genre features, Classify passages according to genres they most resemble, Define and identify literary features (setting, plot, character, problem, resolution), Identify author's purpose for a particular section of text, Analyze point of view's effect on the story, Analyze author's purpose for a particular section of text** **Anchor Text(s): Indian Captive: The Story of Mary Jemison by Louis Lenski (Biography/Historical Fiction), Sign of the Beaver (Fiction)**				
Monday, October 3, Day #29	Tuesday, October 4, Day #30	Wednesday, October 5, Day #31	Thursday, October 6, Day #32	Friday, October 7, Day #33 ½ Day – one hour block
<u>State Standard</u> **Reading – 5.RL.5 : Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Define and identify literary features (story map – setting, plot, character, problem, resolution)** **<u>Sub-Skill 2:</u> Format a great**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Define and identify literary features (story map)** **<u>Sub-Skill 2:</u> Format a great paragraph w/ hook, Creating a**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify author's purpose for a particular section of text; Analyze point of view's effect on the story**	QUIZ: Genres/Literary Features **<u>State Standard</u>** **<u>Sub-Skill 1:</u> Analyze author's purpose for a particular section of text** **<u>Sub-Skill 2:</u> Format a great**

Writing – 5.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **<u>Sub-Skill 1:</u> Define characteristics of different genres, compare and contrast genre features, classify passages according to genres.** **<u>Sub-Skill 2:</u> Develop intro/hook that engages reader**	**paragraph w/ hook, Creating a story from a complete story map**	**story from a complete story map**	**<u>Sub-Skill 2:</u> Format a great paragraph, Use color=coding to support creation of an effective paragraph: Intro (red), Support (yellow), Details (red), Conclusion (green)**	**paragraph, Use color=coding to support creation of an effective paragraph: Intro (red), Support (yellow), Details (red), Conclusion (green)**
Focus for Week 2: Identify Details, Analyze Details, Sequence Details, Main Idea (MYTHS) **Sub-Skills: Distinguish between major and minor details, Use graphic organizers, Identify paraphrased details, Recount plot happenings not explicitly stated, Use important details to make reasonable inferences, Draw conclusions, Explain how one specific event can influence another event, Identify details to support the main idea of a paragraph or passage, Synthesize key details into a short summary, Summarize information in a given section** **Anchor Text(s): Grecian Myth, Creation Myth (Adam and Eve, Native American, Asian)**				
Monday, October 10, Day #34	Tuesday, October 11, Day #35	Wednesday, October 12, Day #36	Thursday, October 13, Day #37	Friday, October 14, Day #38
<u>State Standard</u> **Reading – 5.RL.5 : Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem** **Writing – 5.W.3 : Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences** **<u>Sub-Skill 1:</u> Distinguish between major and minor details, Use graphic organizers, Identify paraphrased details (USING MYTHS)** **<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: Myth**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Recount plot happenings not explicitly stated, Use important details to make reasonable inferences, Draw conclusions** **<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: Myth**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Explain how one specific event can influence another event, Recount plot happenings not explicitly stated** **<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: Myth**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify details to support the main idea of a paragraph or passage, Synthesize key details into a short summary, Summarize information in a given section** **<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: Myth**	MYTH QUIZ **<u>State Standard</u>** **<u>Sub-Skill 1:</u> Create a myth** **<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: Myth**
Focus for Week 3: Style and Language (POETRY) **Sub-Skills: Define and identify poetic features, Analyze poetic features, Define and recognize literary devices and figurative language (simile, metaphor, alliteration, repetition), Define and recognize figurative language in poetry (personification, symbolism, foreshadowing?), Identify an author's tone, Analyze word choice and structure to determine author's craft** **Anchor Text(s): Various poetry excerpts, Excerpts from Tinkers by Paul Harding**				
Monday, October 17, Day #39	Tuesday, October 18, Day #40	Wednesday, October 19, Day #41	Thursday, October 20, Day #42	Friday, October 21, Day #43 ½ Day – one hour block
<u>State Standard</u> **Reading – 5.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Define and recognize figurative language [in poetry] (simile, metaphor, alliteration, repetition)**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Define and recognize figurative language in poetry (personification, symbolism, foreshadowing?)**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify an author's tone, Analyze word choice and structure to determine author's craft**	POETRY QUIZ **<u>State Standard</u>** **<u>Sub-Skill 1:</u> Poetry small groups/Free write poetry** **<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: Poetry**

Writing - 5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences **<u>Sub-Skill 1:</u> Define and identify poetic features (stanzas, lines and verses), Analyze poetic features** (Show examples of various kinds of poetry) **<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: Poetry**	**<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: Poetry**	**<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: Poetry**	**<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: Poetry**	
Focus for Week 4: Sequence Details, Main Idea **Sub-Skills: Summarize important events in sequential order (Cut apart story), Identify missing or irrelevant details, List details in order of importance, Define cause and effect by referring to examples from plot happenings, Distinguish between relevant and irrelevant details, Distinguish between major and minor details, Use graphic organizers to record details (important v. interesting information)** **Anchor Text(s): Articles/Short Stories on Halloween, Haunted Places, Life of Edgar Allen Poe? (Non-Fiction)**				
Monday, October 24, Day #44	Tuesday, October 25, Day #45	Wednesday, October 26, Day #46	Thursday, October 27, Day #47	Friday, October 28, Day #48
<u>State Standard</u> **Reading – 5.RI.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points** **Writing - 5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences** **<u>Sub-Skill 1:</u> Summarize important events in sequential order (Cut apart story), Identify missing or irrelevant details, List details in order of importance** **<u>Sub-Skill 2:</u> PERSONAL NARRATIVE**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Define cause and effect by referring to examples from plot happenings** **<u>Sub-Skill 2:</u> PERSONAL NARRATIVE**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Distinguish between relevant and irrelevant details, Distinguish between major and minor details, Use graphic organizers to record details (important v. interesting information)** **<u>Sub-Skill 2:</u> PERSONAL NARRATIVE**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify theme of a literary text, Identify an alternative title for a passage** **<u>Sub-Skill 2:</u> PERSONAL NARRATIVE**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Writing** **<u>Sub-Skill 2:</u> PERSONAL NARRATIVE**
Focus for Week 5: Genre, Style and Language, Main Idea, Identify Details, Analyze details, Sequence details, Character Traits **Sub-Skills: REVIEW/RE-TEACH, Determine the specific role that a character plays in a literary text, Identify character traits and emotions by examining details, Find details to support a character trait, Identify character motivations and opinions, Predict a character's thoughts and actions based on traits and motivations** **Anchor Text(s): Articles/Short Stories on Halloween, Haunted Places, Life of Edgar Allen Poe?, Maniac Magee by Jerry Spinelli**				
Monday, October 31, Day #49	Tuesday, November 1, Day #50	Wednesday, November 2, Day #51	Thursday, November 3, Day #52	Friday, November 4, Day #53 End of Quarter 1
<u>State Standard</u> **Reading – 5.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> RE-TEACH Main Idea, Details, Inferencing** **<u>Sub-Skill 2:</u> PERSONAL NARRATIVE**	**INTERIM #2 MATH**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Determine the specific role that a character plays in a literary text, Identify character traits and emotions by examining details, Find details to**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify character motivations and opinions, Predict a character's thoughts and actions based on traits and motivations**

Writing - 5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences **<u>Sub-Skill 1:</u> RE-TEACH Figurative Language (Poetry)** **<u>Sub-Skill 2:</u> PERSONAL NARRATIVE**			**support a character trait** **<u>Sub-Skill 2:</u> PERSONAL NARRATIVE**	**<u>Sub-Skill 2:</u> PERSONAL NARRATIVE**

Interim Cycle 3

Teacher: Wade/Rosati

Subject: ELA

Grade: 5

Focus for Week 1: Identify Details, Analyze Details and Draw Conclusions, Sequence Details

Sub-Skills: Distinguish between relevant and irrelevant details, Identify missing or irrelevant details, Recount plot happenings not explicitly stated in the text, Use important details/part of a story to make reasonable inferences/predictions, Distinguish between fact and opinion, Determine which details (evidence) best support a given conclusion, Use details to prove or contradict a statement about a passage

Anchor Text(s): Maniac Magee by Jerry Spinelli

Monday, November 7, Day #54	Tuesday, November 8, Day #55	Wednesday, November 9, Day #56	Thursday, November 10, Day #57 ½ Day – one hour block	Friday, November 11, Day #58
<u>State Standard</u> **Reading – 5.RI.2 : Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.** **Writing – 5.W.1 : Write opinion pieces on topics or texts, supporting a point of view with reasons and information** **<u>Sub-Skill 1:</u> Making Text Connections (To self, world, other texts)** **<u>Sub-Skill 2:</u> LITERARY ESSAY BASED ON NOVEL**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Distinguish between relevant and irrelevant details, Identify missing or irrelevant details** **<u>Sub-Skill 2:</u> LITERARY ESSAY BASED ON NOVEL**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Recount plot happenings not explicitly stated in the text, Use important details/part of a story to make reasonable inferences/predictions** **<u>Sub-Skill 2:</u> LITERARY ESSAY BASED ON NOVEL**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Distinguish between fact and opinion, Determine which details (evidence) best support a given conclusion, Use details to prove or contradict a statement about a passage** **<u>Sub-Skill 2:</u> LITERARY ESSAY BASED ON NOVEL**	**VETERANS DAY: NO SCHOOL**

Focus for Week 2: Identify Details, Analyze Details and Draw Conclusions, Main Idea

Sub-Skills: Distinguish between major and minor details, Identify details to support the main idea of a paragraph or passage, Identify paraphrased details in a paragraph/passage, Synthesize key details into a short summary or main idea, Determine the main idea of one paragraph, multiple paragraphs, entire passage, Summarize the information in a given section, Recount plot happenings not explicitly stated in the text, Use important details of a story to make reasonable inferences/predictions, Draw conclusions about what may have happened if characters or plot events were different, Explain how one specific event can influence another event

Anchor Text(s): Maniac Magee by Jerry Spinelli

Monday, November 14, Day #58	Tuesday, November 15, Day #59	Wednesday, November 16, Day #60	Thursday, November 17, Day #61	Friday, November 18, Day #62
<u>State Standard</u> **Reading – 5.RI.5 : Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.** **Writing – 5.W.1 : Write**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify paraphrased details in a paragraph/passage, Synthesize key details into a short summary or main idea**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Determine the main idea of one paragraph, multiple paragraphs, entire passage, Summarize the information in a given section**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Recount plot happenings not explicitly stated in the text, Use important details of a story to make reasonable inferences/predictions**	QUIZ (Details, Character) **<u>State Standard</u>** **<u>Sub-Skill 1:</u> Draw conclusions about what may have happened if characters or plot events were different, Explain how one specific**

opinion pieces on topics or texts, supporting a point of view with reasons and information **Sub-Skill 1: Distinguish between major and minor details, Identify details to support the main idea of a paragraph or passage** **Sub-Skill 2: LITERARY ESSAY BASED ON NOVEL**	**Sub-Skill 2: LITERARY ESSAY BASED ON NOVEL**	**Sub-Skill 2: LITERARY ESSAY BASED ON NOVEL**	**Sub-Skill 2: LITERARY ESSAY BASED ON NOVEL**	**event can influence another event** **Sub-Skill 2: LITERARY ESSAY BASED ON NOVEL**
Focus for Week 3: Style and Language **Sub-Skills: Recognize how an author's use of language creates images and feelings, Identify craft particular to an author** **Anchor Text(s) : Maniac Magee by Jerry Spinelli**				
Monday, November 21, Day #63	Tuesday, November 22, Day #64	Wednesday, November 23	Thursday, November 24	Friday, November 25
State Standard **Reading – 5.RL.9: Compare and contrast stories in the same genre on their approaches to similar themes and topics** **Writing – 5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences** **Sub-Skill 1: Recognize how an author's use of language creates images and feelings** **Sub-Skill 2: SHORT STORIES: REALISTIC FICTION**	**State Standard** **Sub-Skill 1: Identify craft particular to an author (Compare to Crash)** **Sub-Skill 2: SHORT STORIES: REALISTIC FICTION**	**THANKSGIVING BREAK: NO SCHOOL (PD DAY FOR TEACHERS)**	**THANKSGIVING BREAK: NO SCHOOL**	**THANKSGIVING BREAK: NO SCHOOL**
Focus for Week 4: Style and Language, Author's Purpose, Main Idea **Sub-Skills: Define and recognize literary devices and figurative language (personification, symbolism, foreshadowing, flashback), Recognize how an author's use of language creates images and feelings, Identify craft particular to an author, Identify an alternative title for a passage** **Anchor Text(s): Maniac Magee by Jerry Spinelli**				
Monday, November 28, Day #65	Tuesday, November 29, Day #66	Wednesday, November 30, Day #67	Thursday, December 1, Day #68	Friday, December 2, Day #69
State Standard **Reading – 5. RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes** **Writing –5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences** **Sub-Skill 1: Figurative**	**State Standard** **Sub-Skill 1: Figurative language: personification, symbolism** **Sub-Skill 2: SHORT STORIES: REALISTIC FICTION**	**State Standard** **Sub-Skill 1: Recognize how an author's use of language creates images and feelings, Identify an author's tone** **Sub-Skill 2: SHORT STORIES: REALISTIC FICTION**	**State Standard** **Sub-Skill 1: Identify craft particular to an author (Read another Jerry Spinelli excerpt)** **Sub-Skill 2: SHORT STORIES: REALISTIC FICTION**	QUIZ **State Standard** **Sub-Skill 1: Identify an alternative title for a passage** **Sub-Skill 2: SHORT STORIES: REALISTIC FICTION**

language: flashback, foreshadowing **<u>Sub-Skill 2:</u> SHORT STORIES: REALISTIC FICTION**				
Focus for Week 5: Main Idea, Author's Purpose, Analyze Details and Draw Conclusions, Sequencing Details **Sub-Skills: Identify the theme of a literary text, Identify an author's purpose for writing, Identify an author's purpose for a particular section of text, Define/Determine point of view based on text details, Analyze point of view's effect on the story, Describe how a narrator's point of view influences how the events are described, Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story** **Anchor Text(s): Maniac Magee by Jerry Spinelli**				
Monday, December 5, Day #70	Tuesday, December 6, Day #71	Wednesday, December 7, Day #72	Thursday, December 8, Day #73	Friday, December 9, Day #74 ½ Day – one hour block
<u>State Standard</u> **Reading – 5.RL.6: Describe how a narrator's or speaker's point of view influences how events are described** **Writing – 5.W.1 : Write opinion pieces on topics or texts, supporting a point of view with reasons and information** **<u>Sub-Skill 1:</u> Identify the theme of a literary text** **<u>Sub-Skill 2:</u> ESSAYS (Novel-Based)**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify an author's purpose for writing, Identify an author's purpose for a particular section of text** **<u>Sub-Skill 2:</u> ESSAYS (Novel-Based)**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Define/Determine point of view based on text details, Analyze point of view's effect on the story** **<u>Sub-Skill 2:</u> ESSAYS (Novel-Based)**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Describe how a narrator's point of view influences how the events are described** **<u>Sub-Skill 2:</u> ESSAYS (Novel-Based)**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story** **<u>Sub-Skill 2:</u> ESSAYS (Novel-Based)**
Focus for Week 6: Author's Purpose, Style and Language **Sub-Skills: Analyze word choice and sentence structure to determine author's craft, Analyze word choice and sentence structure to determine author's craft, Identify craft particular to an author, Analyze author's style and language in order to determine purpose, Identify and draw conclusions about the author's use of sensory details, imagery, and figurative language, Identify the theme (moral lesson, meaning, message, view) of a literary selection** **Anchor Text(s): Maniac Magee by Jerry Spinelli**				
Monday, December 12, Day #75	Tuesday, December 13, Day #76	Wednesday, December 14, Day #77	Thursday, December 15, Day #78	Friday, December 16, Day #79
<u>State Standard</u> **Reading – 5.RL.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic** **Writing – 5.W.1 : Write opinion pieces on topics or texts, supporting a point of view with reasons and information** **<u>Sub-Skill 1:</u> Analyze word choice and sentence structure to determine author's craft** **<u>Sub-Skill 2:</u> ESSAYS (Novel-Based)**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Analyze word choice and sentence structure to determine author's craft, Identify craft particular to an author** **<u>Sub-Skill 2:</u> ESSAYS (Novel-Based)**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Analyze author's style and language in order to determine purpose** **<u>Sub-Skill 2:</u> ESSAYS (Novel-Based)**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify and draw conclusions about the author's use of sensory details, imagery, and figurative language** **<u>Sub-Skill 2:</u> ESSAYS (Novel-Based)**	QUIZ **<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify the theme (moral lesson, meaning, message, view) of a literary selection** **<u>Sub-Skill 2:</u> ESSAYS (Novel-Based)**
Focus for Week 7: Analyze Details, Character Traits				

Sub-Skills: Recount plot happenings not explicitly stated in the text, Use important details/parts of a story to make reasonable inferences/predictions, Infer how a character's feelings are represented through his/her actions, Predict a character's thoughts and actions based on traits and motivations, Analyze character change throughout a literary text story, Analyze how one character's actions influence the traits and changes of other flat, round, static and dynamic characters, Describe the relationships between major and minor characters, Compare and contrast two or more characters drawing on specific details in the text

Anchor Text(s): Maniac Magee by Jerry Spinelli

Monday, December 19, Day #80	Tuesday, December 20, Day #81	Wednesday, December 21, Day #82	Thursday, December 22, Day #83	Friday, December 23
State Standard **Reading – 5.RI.5 : Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.** **Writing – 5.W.1 : Write opinion pieces on topics or texts, supporting a point of view with reasons and information** **Sub-Skill 1: Recount plot happenings not explicitly stated in the text, Use important details/parts of a story to make reasonable inferences/predictions** **Sub-Skill 2: ESSAYS (Novel-Based)**	**State Standard** **Sub-Skill 1: Infer how a character's feelings are represented through his/her actions, Predict a character's thoughts and actions based on traits and motivations** **Sub-Skill 2: ESSAYS (Novel-Based)**	**State Standard** **Sub-Skill 1: Analyze character change throughout a literary text story, Analyze how one character's actions influence the traits and changes of other flat, round, static and dynamic characters** **Sub-Skill 2: ESSAYS (Novel-Based)**	**State Standard** **Sub-Skill 1: Describe the relationships between major and minor characters, Compare and contrast two or more characters drawing on specific details in the text** **Sub-Skill 2: ESSAYS (Novel-Based)**	**WINTER BREAK: NO SCHOOL (PD DAY FOR TEACHERS)**

Focus for Week 8: N/A

Sub-Skills: N/A

Anchor Text(s): N/A

Monday, January 2	Tuesday, January 3	Wednesday, January 4, Day #85	Thursday, January 5, Day #86	Friday, January 6, Day #87
WINTER BREAK: NO SCHOOL)	**WINTER BREAK: NO SCHOOL (PD DAY FOR TEACHERS)**	**CULTURE RESET (NO ACADEMIC CLASSES)**	**CULTURE RESET**	**CULTURE RESET**

Focus for Week 9: Main Idea, Identify Details

Sub-Skills: Identify the topic sentence of a paragraph, Identify what a given line indicates, Determine the main idea of one paragraph, Determine the main idea of one section or multiple paragraphs, Determine the main idea of an entire passage, Summarize information in a given section, Define and identify text features, Use graphic organizers, Identify specific details in a paragraph and passage, Distinguish relevant and irrelevant details, Identify details to support the main idea of a paragraph/passage, Identify paraphrased details

Anchor Text(s): Hurricanes: Earth's Mightiest Storms by Patricia Lauber (Non-Fiction)

Monday, January 9, Day #87	Tuesday, January 10, Day #88	Wednesday, January 11, Day #89	Thursday, January 12, Day #90	Friday, January 13, Day #91
State Standard **Reading – 5.RI.2 –Determine two or more main ideas of a text and explain how they are supported by key details;**	**State Standard** **Sub-Skill 1: Determine the main idea of one section or multiple paragraphs,**	**State Standard** **Sub-Skill 1: Identify specific details in a paragraph and passage, Distinguish relevant**	**State Standard** **Sub-Skill 1: Identify paraphrased details, Summarize information in a**	**State Standard** **Sub-Skill 1: Define and identify text features, Introduce graphic organizers**

summarize the text **Writing – 5.W.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly** **<u>Sub-Skill 1:</u> Identify the topic sentence of a paragraph, Identify what a given line indicates, Determine the main idea of one paragraph (Discuss FICTION/NON-FICTION again)** **<u>Sub-Skill 2:</u> LITERARY NONFICTION: ADVICE: WHAT TO DO IF…**	**Determine the main idea of an entire passage** **<u>Sub-Skill 2:</u> LITERARY NONFICTION: ADVICE: WHAT TO DO IF…**	**and irrelevant details, Identify details to support the main idea of a paragraph/passage** **<u>Sub-Skill 2:</u> LITERARY NONFICTION: ADVICE: WHAT TO DO IF…**	**given section** **<u>Sub-Skill 2:</u> LITERARY NONFICTION: ADVICE: WHAT TO DO IF…**	**<u>Sub-Skill 2:</u> LITERARY NONFICTION: ADVICE: WHAT TO DO IF…**
Focus for Week 10: Genre, Style and Language, Author's Purpose (POETRY) **Sub-Skills: Define and identify poetic features, Analyze poetic features, Define and recognize literary devices and figurative language (simile, metaphor, alliteration, repetition), Define and recognize figurative language in poetry (personification, symbolism, foreshadowing?), Identify an author's tone, Analyze word choice and structure to determine author's craft, Identify an author's purpose of writing, determine point of view, Identify an author's purpose for putting certain words or phrases in italics, bold, and other nonstandard formats** **Anchor Text(s): Various poetry excerpts**				
Monday, January 16	Tuesday, January 17, Day #92	Wednesday, January 18, Day #93	Thursday, January 19, Day #94	Friday, January 20, Day #95
MLK DAY: NO SCHOOL	**<u>State Standard</u>** **Reading – 5.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes** **Writing: 5.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences** **<u>Sub-Skill 1:</u> Review genre, Compare and contrast genre features, Define and identify poetic features (stanzas, lines and verses), Analyze poetic features** **<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: POETRY**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Define and recognize figurative language [in poetry]** **<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: POETRY**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify an author's tone, Analyze word choice and structure to determine author's craft** **<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: POETRY**	Poetry Quiz **<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify an author's purpose of writing, determine point of view, Identify an author's purpose for putting certain words or phrases in italics, bold, and other nonstandard formats** **<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: POETRY**
Focus for Week 11: Genre, Author's Purpose, Analyze Details and Draw Conclusions **Sub-Skills: Identify an author's purpose for writing, Compare different versions of the same story from different cultures** **Anchor Text(s): Non-Fiction Texts related to "Hurricanes" [Week 10]**				
Monday, January 23, Day #96	Tuesday, January 24, Day #97	Wednesday, January 25, Day #98	Thursday, January 26, Day #99	Friday, January 27, Day #100 End of Quarter 2
<u>State Standard</u> **Reading – 5.RI.6: Analyze multiple accounts of the same event or topic, noting the important similarities and differences in the opint of view they represent**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> RE-TEACH** **<u>Sub-Skill 2:</u> LITERARY NONFICTION: ADVICE: WHAT**	**Interim #3 Math**	MYTH **<u>State Standard</u>** **<u>Sub-Skill 1:</u> Compare different versions of the same story from different cultures**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Compare different versions of the same story from different cultures**

Writing – 5.W.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly **<u>Sub-Skill 1:</u> RE-TEACH Genre, Author's Purpose for writing** **<u>Sub-Skill 2:</u> LITERARY NONFICTION: ADVICE: WHAT TO DO IF…**	**TO DO IF…**		**<u>Sub-Skill 2:</u> LITERARY NONFICTION: ADVICE: WHAT TO DO IF…**	**<u>Sub-Skill 2:</u> LITERARY NONFICTION: ADVICE: WHAT TO DO IF…**

Interim Cycle 4

Teacher: Wade/Rosati

Subject: ELA

Grade: 5

Focus for Week 1: Analyze Details and Draw Conclusions, Main Idea (MYTHS) **Sub-Skills: Use details from the text to prove or contradict a statement about a passage, Draw conclusions about what may have happened if characters or plot events were different, Identify details to support the main idea of a paragraph/passage, Recount plot happenings not explicitly stated in the text, Use important details/parts of a story to make reasonable inferences and predictions, Synthesize key details into a short summary or main idea, Identify the theme of a literary text, Identify an alternative title for a passage, Determine the main idea of one paragraph/section/passage, Explain how one specific event can influence another event, Compare and contrast two or more events in a story, drawing on specific details in a text** **Anchor Text(s): Myths**				
Monday, January 30, Day #101	Tuesday, January 31, Day #102	Wednesday, February 1, Day #103	Thursday, February 2, Day #104 ½ Day – one hour block	Friday, February 3, Day #105 ½ Day – one hour block
<u>State Standard</u> **Reading – 5.RI.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points** **Writing – 5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences** **<u>Sub-Skill 1:</u> Use details from the text to prove or contradict a statement about a passage, Draw conclusions about what may have happened if characters or plot events were different, Identify details to support the main idea of a paragraph/passage** **<u>Sub-Skill 2:</u> SHORT STORIES: FANTASY**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Recount plot happenings not explicitly stated in the text, Use important details/parts of a story to make reasonable inferences and predictions** **<u>Sub-Skill 2:</u> SHORT STORIES: FANTASY**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Synthesize key details into a short summary or main idea, Identify the theme of a literary text, Identify an alternative title for a passage** **<u>Sub-Skill 2:</u> SHORT STORIES: FANTASY**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Determine the main idea of one paragraph/section/passage, Identify the theme of a literary text** **<u>Sub-Skill 2:</u> SHORT STORIES: FANTASY**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Explain how one specific event can influence another event, Compare and contrast two or more events in a story, drawing on specific details in a text, Identify the theme of a literary text** **<u>Sub-Skill 2:</u> SHORT STORIES: FANTASY**
Focus for Week 2: Sequence Details, Author's Purpose, Style and Language (MYTHS) **Sub-Skills: List details in order of importance, Identify missing or irrelevant details, Define cause and effect by referring to examples from plot happenings, Identify cause and effect in a passage, Summarize important events in sequential order, Identify immediate and general causes of plot events, Define and recognize literary devices, Analyze author's style and language in order to determine purpose, Analyze word choice and sentence structure to determine author's craft, Identify craft particular to an author** **Anchor Text(s): Myths**				
Monday, February 6, Day #106	Tuesday, February 7, Day #107	Wednesday, February 8, Day #108	Thursday, February 9, Day #109	Friday, February 10, Day #110

				MYTH Quiz
State Standard **Reading – 5.RI.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)** **Writing – 5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences** **Sub-Skill 1: List details in order of importance, Identify missing or irrelevant details** **Sub-Skill 2: SHORT STORIES: FANTASY**	**State Standard** **Sub-Skill 1: Define cause and effect by referring to examples from plot happenings, Identify cause and effect in a passage** **Sub-Skill 2: SHORT STORIES: FANTASY**	**State Standard** **Sub-Skill 1: Summarize important events in sequential order, Identify immediate and general causes of plot events** **Sub-Skill 2: SHORT STORIES: FANTASY**	**State Standard** **Sub-Skill 1: Define and recognize literary devices, Analyze author's style and language in order to determine purpose** **Sub-Skill 2: SHORT STORIES: FANTASY**	**State Standard** **Sub-Skill 1: Analyze word choice and sentence structure to determine author's craft, Identify craft particular to an author** **Sub-Skill 2: SHORT STORIES: FANTASY**
Focus for Week 3: Identify Details, Analyze Details, Sequence Details **Sub-Skills: Identify specific details in a section of a passage, Distinguish between relevant and irrelevant details, Distinguish between major and minor details, Identify paraphrased details in a paragraph/passage, Recount plot happenings not explicitly stated in the text, Use important details to make inferences, Draw conclusions about what may have happened if events were different, List details in sequential order, Summarize important events in sequential order** **Anchor Text(s): Non-Fiction**				
Monday, February 13, Day #111	Tuesday, February 14, Day #112	Wednesday, February 15, Day #113	Thursday, February 16, Day #114	Friday, February 17
State Standard **Reading – 5.RI.5: Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts** **Writing – 5.W.7 : Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic** **Sub-Skill 1: Identify specific details in a section of a passage, Distinguish between relevant and irrelevant details** **Sub-Skill 2: WRITING FOR SOCIAL ACTION**	**State Standard** **Sub-Skill 1: Distinguish between major and minor details, Identify paraphrased details in a paragraph/passage** **Sub-Skill 2: WRITING FOR SOCIAL ACTION**	**State Standard** **Sub-Skill 1: Recount plot happenings not explicitly stated in the text, Use important details to make inferences, Draw conclusions about what may have happened if events were different** **Sub-Skill 2: WRITING FOR SOCIAL ACTION**	**State Standard** **Sub-Skill 1: List details in sequential order, Summarize important events in sequential order** **Sub-Skill 2: WRITING FOR SOCIAL ACTION**	**NO SCHOOL (PD DAY FOR TEACHERS)**
Focus for Week 4: Author's Purpose **Sub-Skills: Identify an author's purpose for writing, Identify author's purpose for a particular section of text, Analyze author's style and language to determine purpose, Define point of view, Determine point of view based on text details, Analyze point of view's effect on the story** **Anchor Text(s): Non-Fiction**				
Monday, February 20	Tuesday, February 21, Day #115	Wednesday, February 22, Day #116	Thursday, February 23, Day #117	Friday, February 24, Day #118
PRESIDENT'S DAY: NO SCHOOL	**State Standard** **Reading – 5.RI.6 : Analyze multiple accounts of the**	**State Standard**	**State Standard**	NONFICTION QUIZ **State Standard**

	same event or topic, noting important similarities and differences in the opint of view they represent **Writing – 5.W.7 : Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic** **<u>Sub-Skill 1:</u> Identify an author's purpose for writing, Identify author's purpose for a particular section of text** **<u>Sub-Skill 2:</u> WRITING FOR SOCIAL ACTION**	**<u>Sub-Skill 1:</u> Analyze author's style and language to determine purpose** **<u>Sub-Skill 2:</u> WRITING FOR SOCIAL ACTION**	**<u>Sub-Skill 1:</u> Define point of view, Determine point of view based on text details** **<u>Sub-Skill 2:</u> WRITING FOR SOCIAL ACTION**	**<u>Sub-Skill 1:</u> Analyze point of view's effect on the story** **<u>Sub-Skill 2:</u> WRITING FOR SOCIAL ACTION**
Focus for Week 5: Identify Details, Analyze Details, Style and Language, Vocabulary **Sub-Skills: Identify specific details in a section of a passage, Use graphic organizers to record details, Use important details to make reasonable inferences, Draw conclusions about what may have happened if characters or plot events were different, Define and recognize literary devices and figurative language, Recognize how an author's use of language creates images and feelings, Analyze word choice and sentence structure to determine author's craft, Categorize the degree of vocabulary among synonyms** **Anchor Text(s): M.C. Higgins, the Great by Virginia Hamilton (Fiction), Tuck Everlasting by Natalie Babbitt (Fiction)**				
Monday, February 27, Day #119	Tuesday, February 28, Day #120	Wednesday, February 29, Day #121	Thursday, March 1, Day #122	Friday, March 2, Day #123
<u>State Standard</u> **Reading – 5.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes** **Writing – 5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences** **<u>Sub-Skill 1:</u> Identify specific details in a section of a passage, Use graphic organizers to record details,** **<u>Sub-Skill 2:</u> NARRATIVE**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Use important details to make reasonable inferences, Draw conclusions about what may have happened if characters or plot events were different** **<u>Sub-Skill 2:</u> NARRATIVE**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Define and recognize literary devices and figurative language, Categorize the degree of vocabulary among synonyms** **<u>Sub-Skill 2:</u> NARRATIVE**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Define and recognize literary devices and figurative language, Recognize how an author's use of language creates images and feelings** **<u>Sub-Skill 2:</u> NARRATIVE**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Define and recognize literary devices and figurative language, Analyze word choice and sentence structure to determine author's craft, Identify craft particular to an author** **<u>Sub-Skill 2:</u> NARRATIVE**
Focus for Week 6: Vocabulary, Style and Language, Genre **Sub-Skills: Identify word charge to help determine the meaning of a word, Distinguish between the denotative and connotative meaning of a word, Use the different types of context clues to determine the meaning of an unfamiliar word, Categorize the degree of vocabulary among synonyms, Define and recognize literary devices and figurative language, Recognize how an author's use of language creates images and feelings, Identify craft particular to an author, Compare and contrast genre features** **Anchor Text(s): Tuck Everlasting by Natalie Babbitt (Fiction), Tempest Borealis from Tinkers by Paul Harding (Realistic Fiction)**				
Monday, March 5, Day #124	Tuesday, March 6, Day #125	Wednesday, March 7, Day #126	Thursday, March 8, Day #127	Friday, March 9, Day #128
<u>State Standard</u> **Reading – 5.RF.4: Read with sufficient accuracy and fluency to support comprehension**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Use context clues to determine the meaning of an unfamiliar word**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Categorize the degree of vocabulary among synonyms, Recognize how an**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Categorize the degree of vocabulary among synonyms, Recognize how an**	QUIZ (Tuck Everlasting-Details and Literary Features) **<u>State Standard</u>** **<u>Sub-Skill 1:</u> Define characteristics of different**

Writing – 5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences **<u>Sub-Skill 1:</u> Define and recognize literary devices and figurative language, Identify word charge to help determine the meaning of a word, Distinguish between the denotative and connotative meaning of a word** **<u>Sub-Skill 2:</u> NARRATIVE**	**<u>Sub-Skill 2:</u> NARRATIVE**	**author's use of language creates images and feelings** **<u>Sub-Skill 2:</u> NARRATIVE**	**author's use of language creates images and feelings** **<u>Sub-Skill 2:</u> NARRATIVE**	**genres, Compare and contrast genre features** **<u>Sub-Skill 2:</u> NARRATIVE**
Focus for Week 7: Genre, Character Traits, Main Idea, Analyze Details **Sub-Skills: Identify character traits and emotions by examining text details, Predict a character's thoughts and actions based on traits and motivations, Analyze character change throughout a literary text story, Analyze how one character's actions influence the traits and changes of other flat, round, static and dynamic characters, Identify the theme of a literary text, Draw conclusions about what may have happened if characters or plot events were different** **Anchor Text(s): Tuck Everlasting by Natalie Babbitt (Fiction)**				
Monday, March 12, Day #129	Tuesday, March 13, Day #130	Wednesday, March 14, Day #131	Thursday, March 15, Day #132	Friday, March 16
<u>State Standard</u> **Reading - 5.RL.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text** **Writing – 5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences** **<u>Sub-Skill 1:</u> Identify character traits and emotions by examining text details, Predict a character's thoughts and actions based on traits and motivations** **<u>Sub-Skill 2:</u> NARRATIVE**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Analyze character change throughout a literary story** **<u>Sub-Skill 2:</u> NARRATIVE**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Analyze how one character's actions influence the traits and changes of other characters, Compare and contrast two or more characters drawing on specific details from the text** **<u>Sub-Skill 2:</u> NARRATIVE**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify the theme of a literary text, Draw conclusions about what may have happened if characters or plot events were different** **<u>Sub-Skill 2:</u> NARRATIVE**	**NO SCHOOL (PD DAY FOR TEACHERS)**
Focus for Week 8: Identify Details, Analyze Details, Main Idea (POETRY) **Sub-Skills: Distinguish between major and minor details, Use graphic organizers, Identify paraphrased details, Use important details to make reasonable inferences, Draw conclusions, Identify details to support the main idea of a paragraph or passage, Synthesize key details into a short summary, Summarize information in a given section** **Anchor Text(s): Various poetry selections**				
Monday, March 19, Day #133	Tuesday, March 20, Day #134	Wednesday, March 21, Day #135	Thursday, March 22, Day #136	Friday, March 23, Day #137
<u>State Standard</u> **Reading – 5.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Use important details to make reasonable inferences, Draw conclusions** **<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: POETRY**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Use important details to make reasonable inferences, Draw conclusions** **<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: POETRY**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify details to support the main idea of a paragraph or passage (poem), Synthesize key details into a short summary, Summarize information in a**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Poetry Writing** **<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: POETRY**

Writing - 5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences **<u>Sub-Skill 1:</u> Distinguish between major and minor details, Use graphic organizers, Identify paraphrased details** **<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: POETRY**			**given section** **<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: POETRY**	
Focus for Week 9: Focus for Week 3: Style and Language (POETRY) **Sub-Skills: Define and identify poetic features, Analyze poetic features, Define and recognize literary devices and figurative language (simile, metaphor, alliteration, repetition), Define and recognize figurative language in poetry (personification, symbolism, foreshadowing?), Identify an author's tone, Analyze word choice and structure to determine author's craft** **Anchor Text(s): Various poetry excerpts, Excerpts from Tinkers by Paul Harding**				
Monday, March 26, Day #138	Tuesday, March 27, Day #139	Wednesday, March 28, Day #140	Thursday, March 29, Day #141	Friday, March 30, Day #142
<u>State Standard</u> **Reading – 5.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes** **Writing - 5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences** **<u>Sub-Skill 1:</u> Define and identify poetic features (stanzas, lines and verses), Analyze poetic features** (Show examples of various kinds of poetry) **<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: POETRY**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Define and recognize figurative language [in poetry] (simile, metaphor, alliteration, repetition)** **<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: POETRY**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Define and recognize figurative language in poetry (personification, symbolism, foreshadowing?)** **<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: POETRY**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify an author's tone, Analyze word choice and structure to determine author's craft** **<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: POETRY**	POETRY QUIZ **<u>State Standard</u>** **<u>Sub-Skill 1:</u> Poetry small groups/Free write poetry** **<u>Sub-Skill 2:</u> WRITING LIKE AUTHORS: POETRY**
Focus for Week 10: Identify Details, Sequence Details, Author's Purpose **Sub-Skills: Define and Identify text features, List details in sequential order, Summarize important events in sequential order, Define cause and effect by referring to examples from plot happenings, Identify cause and effect in a passage, Identify immediate and general causes of plot events, Identify an author's purpose for writing, Identify author's purpose for a particular section of text** **Anchor Text(s): Practical Texts**				
Monday, April 2, Day #143	Tuesday, April 3, Day #144	Wednesday, April 4, Day #145	Thursday, April 5, Day #146	Friday, April 6
<u>State Standard</u> **Reading – 5.RI.5 – Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts** **Writing – 5.W.8 : Recall relevant information from experiences or gather**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Define cause and effect by referring to examples from plot happenings, Identify cause and effect in a passage** **<u>Sub-Skill 2:</u> FEATURE ARTICLES/ OP ED PIECES,**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify immediate and general causes of plot events** **<u>Sub-Skill 2:</u> FEATURE ARTICLES/ OP ED PIECES, JOURNALISM/NEWS REPORTING**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify an author's purpose for writing, Identify author's purpose for a particular section of text** **<u>Sub-Skill 2:</u> FEATURE ARTICLES/ OP ED PIECES, JOURNALISM/NEWS**	**SPRING BREAK: NO SCHOOL**

relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources **<u>Sub-Skill 1:</u> Define and Identify text features, List details in sequential order, Summarize important events in sequential order** **<u>Sub-Skill 2:</u> FEATURE ARTICLES/ OP ED PIECES, JOURNALISM/NEWS REPORTING**	**JOURNALISM/NEWS REPORTING**		**REPORTING**	

Focus for Week 11: Character

Sub-Skills: Determine the specific role that a character plays in a literary text, Identify character traits and emotions by examining details, Find details to support a character trait, Identify character motivations and opinions, Predict a character's thoughts and actions based on traits and motivations

Anchor Text(s): Bud, Not Buddy OR Watsons Go to Birmingham

Monday, April 16, Day #147	Tuesday, April 17, Day #148	Wednesday, April 18, Day #149	Thursday, April 19, Day #150	Friday, April 20, Day #151 End of Quarter 3
<u>State Standard</u> **Reading - 5.RL.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text** **Writing – 5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly** **<u>Sub-Skill 1:</u> RE-TEACH for INTERIM** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> RE-TEACH for INTERIM** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	**INTERIM #4 MATH**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Determine the specific role that a character plays in a literary text, Identify character traits and emotions by examining details, Find details to support a character trait** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify character motivations and opinions, Predict a character's thoughts and actions based on traits and motivations** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**

(Post-Interims) Review; DCAS Testing Period

Teacher: Wade/Rosati

Subject: ELA

Grade: 5

Focus for Week 1: Character

Sub-Skills: Determine the specific role that a character plays in a literary text, Identify character traits and emotions by examining details, Find details to support a character trait, Identify character motivations and opinions, Predict a character's thoughts and actions based on traits and motivations, Describe the relationships between major and minor characters, Compare and contrast two or more characters drawing on specific details in the text, Infer how a character's feelings are represented through actions, Analyze character change throughout a literary text story

Anchor Text(s): Bud, Not Buddy OR Watsons Go to Birmingham

Monday, April 23, Day #152	Tuesday, April 24, Day #153	Wednesday, April 25, Day #154	Thursday, April 26, Day #155	Friday, April 27, Day #156 ½ Day – one hour block
<u>State Standard</u> **Reading - 5.RL.3: Compare and contrast two or more**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify character**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Describe the**	QUIZ (Character) **<u>State Standard</u>** **<u>Sub-Skill 1:</u> Infer how a**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Analyze character**

characters, settings, or events in a story or drama, drawing on specific details in the text **Writing – 5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly** **<u>Sub-Skill 1:</u> Determine the specific role that a character plays in a literary text, Identify character traits and emotions by examining details, Find details to support a character trait** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	**motivations and opinions, Predict a character's thoughts and actions based on traits and motivations** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	**relationships between major and minor characters, Compare and contrast two or more characters drawing on specific details in the text** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	**character's feelings are represented through actions** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	**change throughout a literary text story** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**
Focus for Week 2: Identify Details, Analyze Details and Draw Conclusions, Sequence Details **Sub-Skills: Distinguish between relevant and irrelevant details, Identify missing or irrelevant details, Recount plot happenings not explicitly stated in the text, Use important details/part of a story to make reasonable inferences/predictions, Distinguish between fact and opinion, Determine which details (evidence) best support a given conclusion, Use details to prove or contradict a statement about a passage** **Anchor Text(s): Bud, Not Buddy OR Watsons Go to Birmingham**				
Monday, April 30, Day #157	Tuesday, May 1, Day #158	Wednesday, May 2, Day #159	Thursday, May 3, Day #160	Friday, May 4, Day #161
<u>State Standard</u> **Reading – 5.RI.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.** **Writing – 5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly** **<u>Sub-Skill 1:</u> Making Text Connections (To self, world, other texts)** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Distinguish between relevant and irrelevant details, Identify missing or irrelevant details** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Recount plot happenings not explicitly stated in the text, Use important details/part of a story to make reasonable inferences/predictions** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Distinguish between fact and opinion, Determine which details (evidence) best support a given conclusion, Use details to prove or contradict a statement about a passage** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Use important details/part of a story to make reasonable inferences, predictions, Use details to prove or contradict a statement about a passage** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**
Focus for Week 3: Identify Details, Analyze Details and Draw Conclusions, Main Idea **Sub-Skills: Distinguish between major and minor details, Identify details to support the main idea of a paragraph or passage, Identify paraphrased details in a paragraph/passage, Synthesize key details into a short summary or main idea, Determine the main idea of one paragraph, multiple paragraphs, entire passage, Summarize the information in a given section, Recount plot happenings not explicitly stated in the text, Use important details of a story to make reasonable inferences/predictions, Draw conclusions about what may have happened if characters or plot events were different, Explain how one specific event can influence another event** **Anchor Text(s): Bud, Not Buddy OR Watsons Go to Birmingham**				
Monday, May 7, Day #162	Tuesday, May 8, Day #163	Wednesday, May 9, Day #164	Thursday, May 10, Day #165	Friday, May 11, Day #166
<u>State Standard</u> **Reading - 5.RI.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify paraphrased details in a paragraph/passage, Synthesize key details into a**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Determine the main idea of one paragraph, multiple paragraphs, entire passage, Summarize the**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Recount plot happenings not explicitly stated in the text, Use important details of a story**	QUIZ (Details, Character) **<u>State Standard</u>** **<u>Sub-Skill 1:</u> Draw conclusions about what may have happened if characters or**

Writing – 5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly **<u>Sub-Skill 1:</u> Distinguish between major and minor details, Identify details to support the main idea of a paragraph or passage** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	**short summary or main idea** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	**information in a given section** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	**to make reasonable inferences/predictions** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	**plot events were different, Explain how one specific event can influence another event** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**
Focus for Week 4: Style and Language, Author's Purpose, Main Idea **Sub-Skills: Define and recognize literary devices and figurative language (personification, symbolism, foreshadowing, flashback), Recognize how an author's use of language creates images and feelings, Identify craft particular to an author, Identify an alternative title for a passage** **Anchor Text(s): Bud, Not Buddy OR Watsons Go to Birmingham**				
Monday, May 14, Day #167	Tuesday, May 15, Day #168	Wednesday, May 16, Day #169	Thursday, May 17, Day #170	Friday, May 18, Day #171
<u>State Standard</u> **Reading – 5.RI.2: Determine two or more main ideas of a text and explain how they are supported by key details** **Writing – 5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly** **<u>Sub-Skill 1:</u> Figurative language: flashback, foreshadowing** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Figurative language: personification, symbolism** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Recognize how an author's use of language creates images and feelings, Identify an author's tone** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify craft particular to an author (Read another Jerry Spinelli excerpt)** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	QUIZ **<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify an alternative title for a passage** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**
Focus for Week 5: Main Idea, Author's Purpose, Analyze Details and Draw Conclusions, Sequencing Details **Sub-Skills: Identify the theme of a literary text, Identify an author's purpose for writing, Identify an author's purpose for a particular section of text, Define/Determine point of view based on text details, Analyze point of view's effect on the story, Describe how a narrator's point of view influences how the events are described, Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story** **Anchor Text(s): Bud, Not Buddy OR Watsons Go to Birmingham**				
Monday, May 21, Day #172	Tuesday, May 22, Day #173	Wednesday, May 23, Day #174	Thursday, May 24, Day #175	Friday, May 25, Day #176 ½ Day – one hour block
<u>State Standard</u> **Reading – 5.RI.2: Determine two or more main ideas of a text and explain how they are supported by key details** **Writing – 5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly** **<u>Sub-Skill 1:</u> Identify the**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify an author's purpose for writing, Identify an author's purpose for a particular section of text** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Define/Determine point of view based on text details, Analyze point of view's effect on the story** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Describe how a narrator's point of view influences how the events are described** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story** **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**

theme of a literary text **<u>Sub-Skill 2:</u> LITERARRY ESSAYS: Summarizing events and information in fiction and nonfiction texts**				
Focus for Week 6: Author's Purpose, Style and Language **Sub-Skills: Analyze word choice and sentence structure to determine author's craft, Analyze word choice and sentence structure to determine author's craft, Identify craft particular to an author, Analyze author's style and language in order to determine purpose, Identify and draw conclusions about the author's use of sensory details, imagery, and figurative language** **Anchor Text(s): Bud, Not Buddy OR Watsons Go to Birmingham**				
Monday, May 28	Tuesday, May 29, Day #177	Wednesday, May 30, Day #178	Thursday, May 31, Day #179	Friday, June 1, Day #180
MEMORIAL DAY: NO SCHOOL	**<u>State Standard</u>** **Reading – 5.RL.4 : Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes** **Writing – 5.W.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach** **<u>Sub-Skill 1:</u> Analyze word choice and sentence structure to determine author's craft** **<u>Sub-Skill 2:</u> LOOKING BACK AND MOVING FORWARD: EMPHASIS ON REVISION**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Analyze word choice and sentence structure to determine author's craft, Identify craft particular to an author** **<u>Sub-Skill 2:</u> LOOKING BACK AND MOVING FORWARD: EMPHASIS ON REVISION**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Analyze author's style and language in order to determine purpose** **<u>Sub-Skill 2:</u> LOOKING BACK AND MOVING FORWARD: EMPHASIS ON REVISION**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify and draw conclusions about the author's use of sensory details, imagery, and figurative language** **<u>Sub-Skill 2:</u> LOOKING BACK AND MOVING FORWARD: EMPHASIS ON REVISION**
Focus for Week 7: Analyze Details, Character Traits, Main Idea **Sub-Skills: Recount plot happenings not explicitly stated in the text, Use important details/parts of a story to make reasonable inferences/predictions, Infer how a character's feelings are represented through his/her actions, Predict a character's thoughts and actions based on traits and motivations, Analyze character change throughout a literary text story, Analyze how one character's actions influence the traits and changes of other flat, round, static and dynamic characters, Describe the relationships between major and minor characters, Compare and contrast two or more characters drawing on specific details in the text, Identify the theme (moral lesson, meaning, message, view) of a literary selection** **Anchor Text(s): Bud, Not Buddy OR Watsons Go to Birmingham**				
Monday, June 4, Day #181	Tuesday, June 5, Day #182	Wednesday, June 6, Day #183	Thursday, June 7, Day #184	Friday, June 8, Day #185
<u>State Standard</u> **Reading – 5.RL.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.** **Writing – 5.W.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Infer how a character's feelings are represented through his/her actions, Predict a character's thoughts and actions based on traits and motivations** **<u>Sub-Skill 2:</u> LOOKING BACK AND MOVING FORWARD: EMPHASIS ON REVISION**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Analyze character change throughout a literary text story, Analyze how one character's actions influence the traits and changes of other flat, round, static and dynamic characters** **<u>Sub-Skill 2:</u> LOOKING BACK AND MOVING FORWARD: EMPHASIS ON REVISION**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Describe the relationships between major and minor characters, Compare and contrast two or more characters drawing on specific details in the text** **<u>Sub-Skill 2:</u> LOOKING BACK AND MOVING FORWARD: EMPHASIS ON REVISION**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify the theme (moral lesson, meaning, message, view) of a literary selection** **<u>Sub-Skill 2:</u> LOOKING BACK AND MOVING FORWARD: EMPHASIS ON REVISION**

rewriting, or trying a new approach **<u>Sub-Skill 1:</u> Recount plot happenings not explicitly stated in the text, Use important details/parts of a story to make reasonable inferences/predictions** **<u>Sub-Skill 2:</u> LOOKING BACK AND MOVING FORWARD: EMPHASIS ON REVISION**				
Focus for Week 8: Style and Language **Sub-Skills: Recognize how an author's use of language creates images and feelings, Identify craft particular to an author** **Anchor Text(s): Bud, Not Buddy OR Watsons Go to Birmingham**				
Monday, June 11, Day #186	Tuesday, June 12, Day #187	Wednesday, June 13, Day #188 ½ Day - Finals	Thursday, June 14, Day #189 ½ Day – Finals	Friday, June 15, Day #190 ½ Day - Finals
<u>State Standard</u> **Reading – 5.RL.6 : Describe how a narrator's or speaker's point of view influence how events are described** **Writing – 5.W.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach** **<u>Sub-Skill 1:</u> Recognize how an author's use of language creates images and feelings** **<u>Sub-Skill 2:</u> LOOKING BACK AND MOVING FORWARD: EMPHASIS ON REVISION**	**<u>State Standard</u>** **<u>Sub-Skill 1:</u> Identify craft particular to an author (Compare to Crash)** **<u>Sub-Skill 2:</u> LOOKING BACK AND MOVING FORWARD: EMPHASIS ON REVISION**	**MATH FINALS**	**ELA FINALS**	**SCIENCE/SS FINALS**

Prestige Academy Charter School

Unit Title: Character **Grade Level(s):** 5

Subject/Topic Areas: English/Language Arts

Key Vocabulary: Main Character/Protagonist, Physical Traits, Personality Traits, Obstacle, Circumstance, Prediction, Paraphrase

Designed By: Julia Wade **Time Frame:** 18 to 21 hours
Date: 10/24/11

SUMMARY OF PURPOSE: During this unit, students will learn how to "zoom in" on the protagonist of a literary work. They will learn to recognize key aspects of a character's physical appearance and personality. Additionally, students will analyze how a character is affected by circumstances and challenges, and make reasonable predictions as to how their character will go about overcoming obstacles.

Stage 1: Desired Results

Common Core/ Delaware Standards

Primary: Reading

- Determine a theme of a story from details in the text, including how characters in a story respond to challenges (CC5RL2).
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (CC5RL3).

Writing

- Draw evidence from literary texts to support analysis, reflection, and research (CC5W9).

Secondary: Speaking and Listening

- Engage effectively in a range of collaborative discussions (one-one-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly (CC5SL1).

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CC5L1).
- Use knowledge of language and its conventions when writing, speaking, reading, or listening (CC5L3).

Reading: Foundational Skills

- Know and apply grade-level phonics and word analysis skills in decoding words (CC5RF3).

Key Concepts/Big Ideas

The main character /protagonist of a story is a complex being who is made up of both internal and external traits and inevitably affected by his/her circumstances.

Enduring Understandings

Students will understand that…

- Many elements, both internal and external, are involved in the creation of a main character.
- Authors have a purpose in formulating main characters and the challenges that they face in a literary work.

Essential Questions

- What elements comprise a protagonist?
- How does a reader learn to recognize the traits of a protagonist?
- How do protagonists and the challenges they face differ/remain constant across various literary texts?
- What is the author's purpose in constructing a protagonist?

Real World Context

- Real world settings and situations
- Realistic and relatable characters

Learning Targets/Goals

Students will know…

- The protagonist of a well-written story is complex and comprised of both internal and external traits.
- Authors have a purpose in formulating main characters and the challenges that they face in a literary work.

Students will be able to… (21st century skills)

- Identify main characters by noting details whenever they are described.
- Recognize and recall the physical appearance of characters as described in stories.
- Recognize and recall the personalities of characters as described in stories.
- Differentiate between important and unimportant details in order to get to know their character.
- Retell "big things" on their character's timeline.
- Look back at the "big things" that are happening to their main character and think about them as "windows" into the character's personality.
- Identify the personality traits of a character as shown by their actions, words, or thoughts.
- Notice what problems characters face and how they react or respond to that problem.
- Look for and identify the challenges characters face and connect the events to think about the story as a whole.
- Use textual evidence to support character's physical and personality traits.
- Deepen understanding of the character by identifying outside circumstances that affect the character mentally and physically.
- Identify obstacles and challenges that characters face and infer what inner strengths characters draw upon to help them meet these challenges.
- Think about their character in relation to the obstacles or challenges that he/she faces and examine what inside the character will hold him back as he faces his/her challenge.
- Predict how the character will face obstacles.
- Return to key moments on the character's timeline and think about how they are changing.
- Notice and identify patterns of change in stories.
- Analyze the author's purpose in developing the main character as he/she did so.

Stage 2: Evidence of Student Achievement

Transfer Task

Performance Task

Directions: Practice TAG on the prompt below.
In Chapter 1 of *My Name is María Isabel*, how does María feel about going to school for the first time? Use details from the text to support your answer.

Remember to TAG!
T – Turn the question into a sentence
A – Answer the question
G – Give details to support the answer

Rubrics for Transfer Tasks

Performance Task

Score	Description
4	My answer gives a logical and thorough explanation supported by sufficient, specific, relevant details from the lesson.
3	My answer gives an adequate explanation supported by some relevant details from the lesson.
2	My answer gives a partial explanation with general references to the lesson.
1	My answer attempts to explain, but there are few or no accurate references to the lesson.
0	My answer is incorrect or irrelevant.

Formative Assessments: (e.g., tests, quizzes, prompts, work samples, observations)
All copies can be found in Appendix A.

Summative Assessments:
Comprehensive exams
Aligned to standards

Student Self-Assessment and Reflection

Pairs Communication Activity

Directions: Students begin LASsO-ing the protagonist of *My Name is María Isabel* by writing one sentence in each box on the "LASsO-ing a Character" worksheet.

Then, students share their answers with a partner, adding their partner's answers to their boxes.

Reflection:

1. How did sharing your answers with a partner help you to complete this exercise successfully?
2. Based on your completed LASsO worksheet, what are two character traits that your character possesses? How is your personality similar to or different from your character's personality?

Instructional Resources

- Burnett, Frances Hodgson, *The Secret Garden* (http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/files/ela/Appendix_B.pdf)
- Carroll, Lewis. *Alice's Adventures in Wonderland* (http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/files/ela/Appendix_B.pdf)
- Saint-Exupéry, Antoine de. *The Little Prince* (http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/files/ela/Appendix_B.pdf)
- Curtis, Christopher Paul. *Bud, Not Buddy* (http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/files/ela/Appendix_B.pdf)
- Flor Ada, Alma. *My Name is María Isabel*.
- Dr. Suess. *How the Grinch Stole Christmas!*
- Dahl, Roald. *Boy: Tales of Childhood*.
- Fountas, Irene and Gay Su Pinnell. *Guiding Reading and Writers: Grades 3-6*.

Differentiation

- Use texts at a variety of reading levels for modeling and practice. For example, *Maniac Magee* should be used in this unit for students at a higher reading level, while *Boy* or *How the Grinch Stole Christmas!* should be used for students at a lower reading level.
- Use a variety of graphic organizers to scaffold activities and support student understanding and achievement.

Enrichment

Ask and provide research and reflection questions
Make real world connections
Use technology, reading, writing, and other tools to enhance learning
Engage in structured debates

Stage 3: Learning Plan

Key learning tasks needed to achieve unit goals

- **Exploration of reading skills using picture books to "spotlight" particular story elements in a concrete manner**
- **Using Story Elements Markers and Post-It Codes to identify story elements (see Appendix A)**
- **Pairs Communication Activity**

Lesson 1

General Topics: Identifying main characters by physical/personality traits and important life events

Main character, protagonist, physical trait, personality trait

1. Model identifying character traits of a protagonist by who they are, what they think and feel, how they look and act, and how they change in the story. Teach students to LASsO a character (see handout in Appendix A).
2. Explain the difference between "inside" (personality) and "outside" (physical) character traits. Students practice identifying physical and personality traits in the class text(s), using the "Inside-Outside Chart" (see Appendix A) and recording page numbers of details that support their traits.
3. Using the "Post-It Timeline" handout (see Appendix A), model how to identify and record major events that have happened to the protagonist. Students practice inferring personality traits for the protagonist based on their major event timelines.

Check for Understanding: Exit Slips, White Boards, Fist to Five

Lesson 2

General Topics: Identifying the character's problems/challenges and using evidence to support a character's physical/personality traits

Obstacle, circumstance, main character, protagonist, physical trait, personality trait

1. Model identifying problems and marking them with character symbols. Students practice this with the class novel. Explain what an obstacle is. Have scholars add obstacles to their timelines.
2. Explain the idea of "proving" answers . As a class, practice inferring character personality traits from textual evidence. Then, do the same with physical traits. Students practice both of these skills independently on their independent reading books. Use the handout "Back It Up!" (see Appendix A).

Check for Understanding: Exit Slips, White Boards, Fist to Five

Lesson 3

General Topics: Identifying character change, analyzing the author's purpose in developing the main character
Circumstance, Prediction, Paraphrase, Obstacle, Challenge

1. Have students make a list of the protagonist's character traits. Discuss how a character with these traits might overcome and obstacle. Students work independently to make predictions about how the character in their independent book might overcome obstacles.
2. Use *How the Grinch Stole Christmas!* to teach students how to observe and record character change throughout a text. Students practice identifying character change with "The Caterpillar" handout (see Appendix A).
3. Brainstorm reasons why authors might choose to change characters over the course of a story. Students practice independently to identify author's purpose for character change. Scholars write literary letters to each other (see Appendix A).

Check for Understanding: Exit Slips, White Boards, Fist to Five

Appendix A

Sample Resources

Name_____ Date_____

Getting to Know Your Character

Title of book: _____

Name of main character: _____

Draw your main character here:

Why did you draw your character like that? What proof in the text supports your illustration?

_____

_____

_____

_____

Do you like your character? Why or why not?

LASsO-ing a Character

Definition: To analyze a character, one must identify what the character **L**ooks like, how the character **A**cts, what the character **S**ays and thinks, and what **O**thers say about the character. We're calling these categories **LASO**. (As in *lassoing* clues about a character).

Looks like:

Actions:

Character's Traits:

_____

_____

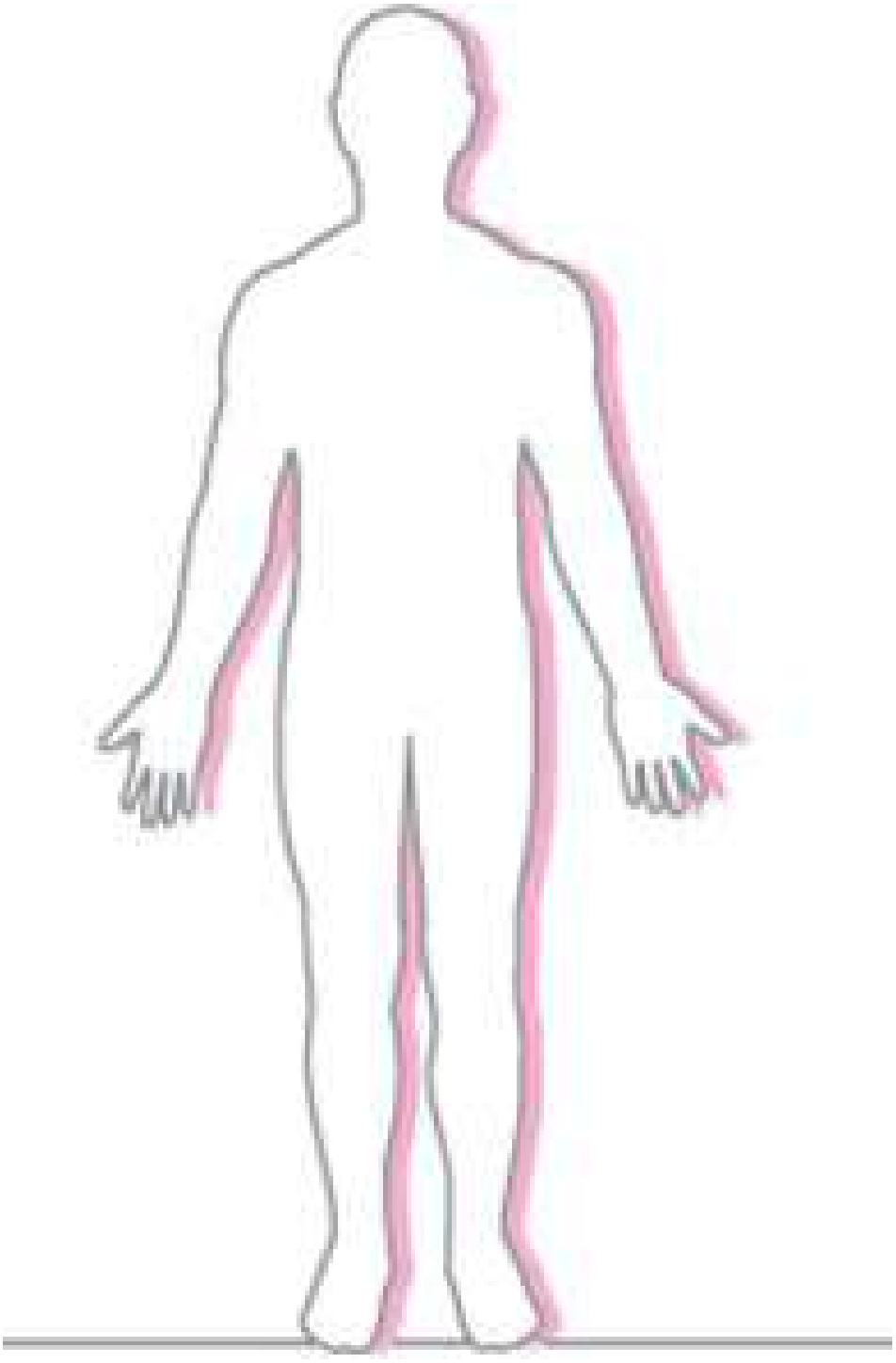
Says and thinks:

Others say:

Name: _____ Date: _____

Inside-Outside Chart

Use this chart to record things you've learned about your character. Physical traits belong on the outside of the character.



Quiz #1

1. Record three post-its with evidence that show the character's personality. Post them below. Include the page number on each post-it note. (3 points)

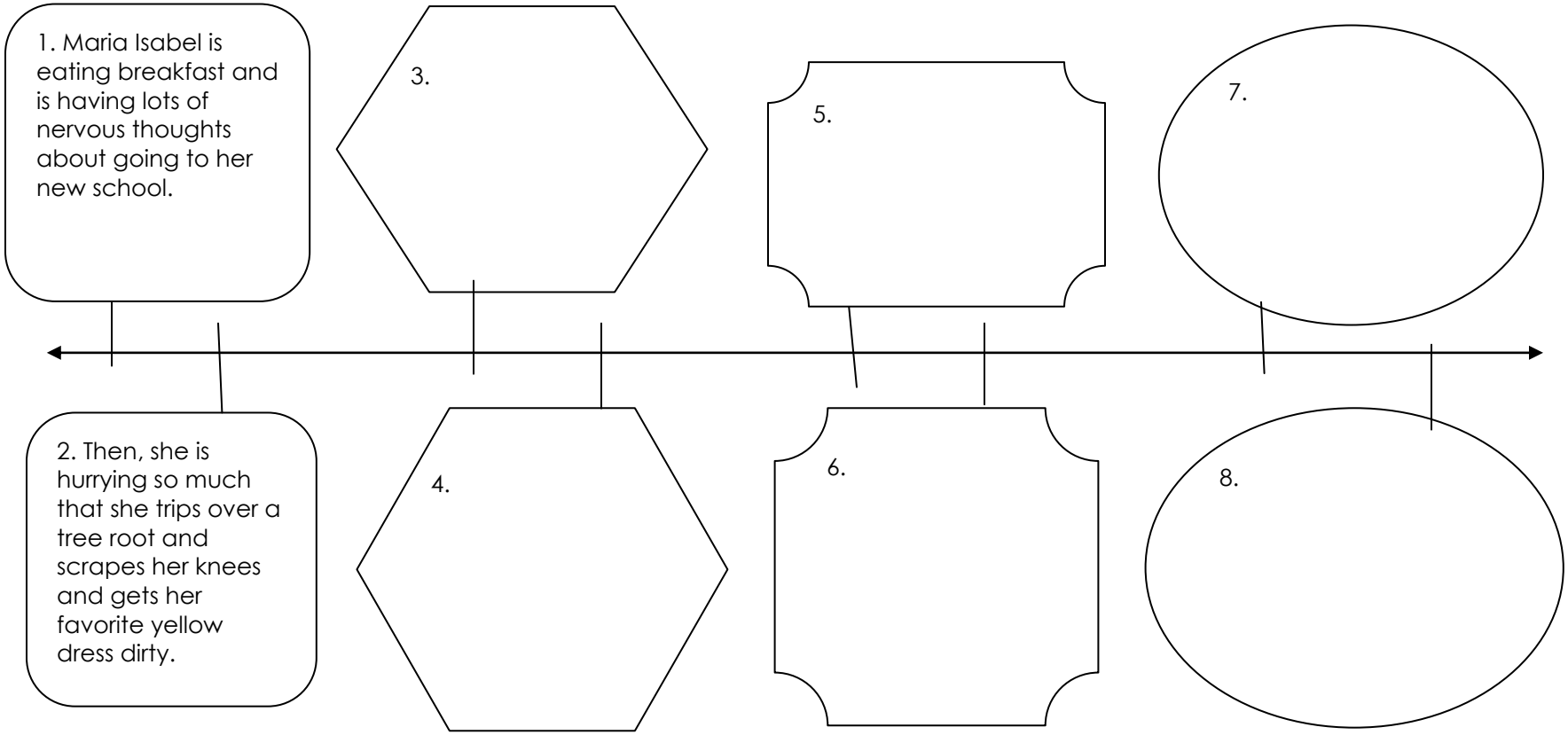
2. Record three post-its with text details that show the character's physical characteristics. Post them below. Include the page number on each post-it note. (3 points)

Grade = _____ of 6 points = _____%

Name: _____ **Date:** _____

Post-it Timeline

Go back over your post-its and record significant events that have happened to your character.



Quiz #2

1. Think about the main character. List two significant events that have taken place in the text. Explain why the events are significant. (2 points)

1st Significant Event	2nd Significant Event

2. What are two insignificant details that have taken place? (2 points)

a. _____

_____

b. _____

_____

3. Retell the story so far based on the "big" events. (3 points)

_____

_____

_____

_____

_____

_____

_____

4. What do these big events tell us about the character? How is this a window into the character's soul? (2 points)

_____

_____

5. How did you decide if an event was significant or insignificant? (1 point)

_____

_____

Grade = _____ of 10 = _____ %

Personality Trait Word List

absent-minded
awkward
boastful
bossy
brave
calm
careless
care-free
cautious
charming
clever
confused
content
cooperative
courageous
cowardly
cruel
hard-working
curious
daring
demanding
dependable
determined
dreamy
doubtful
dull
fearful
fierce
forgetful
forgiving
friendly
fussy
generous
gentle
gloomy
greedy
helpful
honest
intelligent
jolly
kind
lazy
loud
loyal
mischievous
nagging
neat
obedient
organized
outspoken
patient
playful
pleasant
polite
quarrelsome
quick-tempered
quiet
reasonable
reckless
relaxed
restless
rude
self-centered
selfish
sensitive
serious
shy
sneaky
soft-hearted
spunky
stern
stingy
stubborn
superstitious
suspicious
talkative
timid
tough
trusting
understanding
unfriendly
unkind
wise

Sample Character Traits from

http://www.readwritethink.org/lesson_images/lesson175/traits.pdf

able
active
adventurous
affectionate
afraid
alert
ambitious
angry
annoyed
anxious
apologetic
arrogant
attentive
average
bad
blue
bold
bored
bossy
brainy
brave
bright
brilliant
busy
calm
careful
careless
cautious
charming
cheerful
childish
clever
clumsy
coarse
concerned
confident
confused
considerate
cooperative
courageous
cowardly
cross
cruel
curious
dangerous
daring
dark
decisive
demanding
dependable
depressed
determined
discouraged
dishonest
disrespectful
doubtful
dull
dutiful
eager
easygoing
efficient
embarrassed
encouraging
energetic
evil
excited
fair
faithful
fearless
fierce
foolish
fortunate
foul
fresh
friendly
frustrated
funny
gentle
giving
glamorous
gloomy
graceful
grateful
greedy
grouchy
grumpy
guilty
happy
harsh
hateful
helpful
honest
hopeful
hopeless
humorous
ignorant
imaginative
impatient
impolite
inconsiderate
independent
industrious
innocent
intelligent
jealous
kindly
lazy
leader
lively
lonely
loving
loyal
lucky
mature
mean
messy
miserable
mysterious
naughty
nervous
nice
noisy
obedient
obnoxious
old
peaceful
picky
pleasant
polite
poor
popular
positive
proper
proud
quick
quiet
reliable
religious
responsible
restless
rich
rough
rowdy
rude
sad
safe
satisfied
scared
secretive
selfish
serious
sharp
short
shy
silly
skillful
sly
smart
sneaky
sorry
spoiled
stingy
strange
strict
stubborn
sweet
talented
thankful
thoughtful
thoughtless
tired
tolerant
touchy
trusting
trustworthy
unfriendly
unhappy
upset
useful
warm
weak
wicked
wise
worried

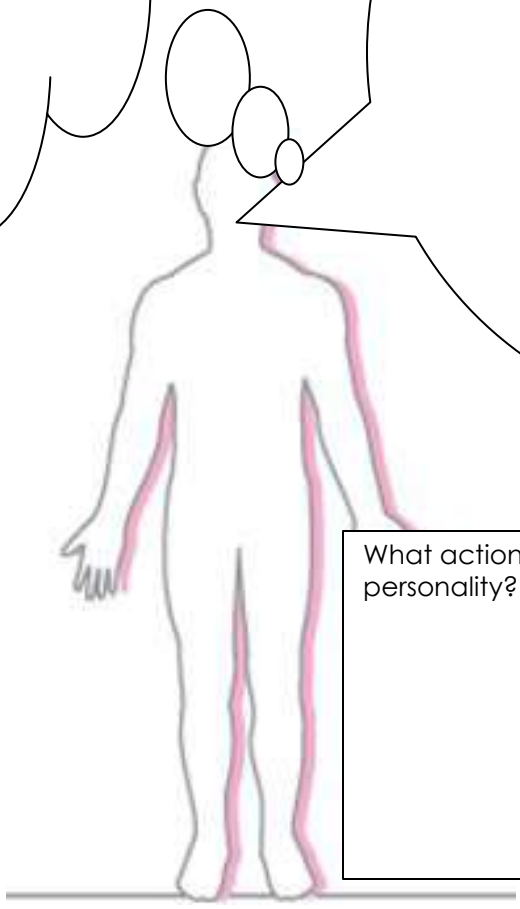
Name: _____ **Date:** _____

Inside-Outside Chart #2

What does the character think, say, and do to demonstrate his/her personality?

What does the character think that shows his/her personality?

What does the character say that shows his/her personality?



What actions demonstrate the character's personality?

Inside-Outside T-Chart

Page	Character thinks, says, and does (Paraphrase/excerpt from the text)	So, this shows the personality trait of…

Name_____ Date_____

Problem!

Directions: Read the following scenarios.

Part A: Find the problem that the character is facing.

Part B: Predict how the character will face his/her problem.

1. Jack N. Dabeenstock was living with his mother on the cliffs of Dover in England. Everyday he wanted to go out and play with his friends, but his brutal mother wouldn't let him outdoors, for fear that he would tumble off the cliffs.

A. _____

_____

B. _____

_____

2. Mary Haddal Liddlelam is a good girl who goes to school early each day. She loves to skip as she goes, but her new pet sheep (who likes to follow her to school each day) keeps getting in her way which is slowing her down, and causing her to be late.

A. _____

_____

B. _____

_____

3. Cindna Ella is a beautiful girl who just can't get a break. Because of the poverty that she lives in, her house is always sort of murky and filled with dust. She cleans and cleans but can't seem to get it quite clean.

A. _____

_____

B. _____

_____

4. Lily Bopeep has lost her sheep and doesn't know where to find them.

A. _____

_____

B. _____

_____

5. Jack Angel went up the hill to fetch a pail of water. Jack fell down and broke his crown.

A. _____

_____

B. _____

_____

Prestige Academy Charter School

Name_____ Date_____

Back it up!

Physical Trait	**Detail from the text**	**Personality Trait**	**Detail from the text**
Ugly	Page 33 "She was a small skinny old hag with a moustache on her upper lip and a mouth as sour as a green gooseberry."	Unfriendly	Page 33 "She never smiled. She never welcomed us when we went in…"
Filthy	Page 33 "It was her hands, however, that disturbed us most. They were disgusting. They were black with dirt and grime."		

Text: *Boy: Tales of Childhood*

Quiz #4
Write a literary letter to a teammate. Your literary letter should be three paragraphs and include the following:

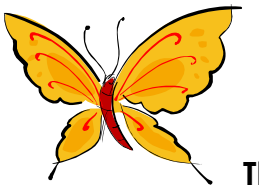
Paragraph 1 – Your character's original problem
Paragraph 2 – What holds your character back
Paragraph 3 – What inner strength your character has that you think will help them face their challenge

_____

Dear _____

Prestige Academy Charter School

Name: _____ **Date:** _____



The Caterpillar has turned into a Beautiful Butterfly!

1a. Reflect on your book so far. What big events have happened?

Big Event 1	Big Event 2	Big Event 3
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Big Event 4	Big Event 5
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

1b. Write a paragraph summarizing the big events.

_____

_____

_____

_____

_____

_____

_____

_____

2. Have those big events caused your character to change? How?

a. Change due to big event 1 _____

_____

_____

b. Change due to big event 2 _____

_____

_____

c. Change due to big event 3 _____

_____

_____

c. Change due to big event 4 _____

_____

_____

c. Change due to big event 5 _____

_____

_____

3. What other books have you read where a character changes? How did those characters change?

a. _____

_____

_____

b. _____

_____

_____

c. _____

_____

_____

Name_____ Date: _____

Character Test

PART I - Directions: Select the best answer for each of the following questions.

1) A *protagonist* is:
    a. How a character looks on the outside
    b. How a character is on the inside
    c. The main character of a story
    d. The villain in a story

2) Which of the following are *physical traits*? You may circle more than one.
    a. Brave
    b. Smart
    c. Brown hair
    d. Skinny
    e. Clever

3) Which of the following are *personality traits*? You may circle more than one.
    a. Nervous
    b. Overweight
    c. Rude
    d. Silly
    e. Straight teeth

Part II – Directions: "Virgil" tells the story of one boy's experiences trying to grow lettuce in a community garden. People in the neighborhood use an empty lot for garden plots; they share the space to grow their own vegetables and flowers. Read the story and answer the questions that follow.

Virgil
From Seedfolks
by Paul Fleischman

1 My father drove a bus back in Haiti. Here he drives a taxi. That night he drove himself way across town to borrow two shovels from a friend of his. The next morning was the first day without school. I was done with fifth grade forever. I'd planned on sleeping till noon to celebrate. But when it was still half dark my father shook my shoulder. School was over, but that garden was just starting.

2 We walked down and picked out a place to dig up. The ground was packed so hard, the tip of my shovel bounced off it like a pogo stick. We tried three spots till we found one we liked. Then we walked back and forth, picking out broken glass, like chickens pecking seeds. After that we turned the soil. We were always digging up more trash – bolts and screws and pieces of brick. That's how I found the locket. It was shaped like a heart and covered with rust, with a broken chain. I got it open. Inside was this tiny photo of a girl. She was white, with a sad-looking face. She had on this hat with flowers on it. I don't know why I kept it instead of tossing it on our trash pile.

3 It seemed like hours and hours before we had he ground finished. We rested a while. Then my father asked if I was ready. I thought he meant ready to plant our seeds. But instead we turned another square of ground. Then another after that. Then three more after that. My father hadn't been smiling to himself about some little garden. He was thinking of a farm, to make money. I'd seen a package of seeds for pole beans and hoped that's what we'd grow. They get so tall that the man in the picture was picking 'em way at the top of a ladder. But my father said no. He was always asking people in his cab about how to get rich. One of 'em told him that fancy restaurants paid lots of money for this baby lettuce, smaller than the regular kind, to use in rich folks' salads. The fresher it was, the higher the price. My father planned to pick it and then race it right over in his cab. Running red lights if he had to.

4 Lettuce seeds are smaller than sand. I felt embarrassed, planting so much ground. No one else's garden was a quarter the size of ours. Suddenly I saw Miss Fleck. I hardly recognized her in jeans. She was the strictest teacher in Ohio. I'd had her for third grade. She pronounced every letter in every word, and expected you to talk to the same way. She was tall and even blacker than my father. No slouching in your seat in her class or any kind of rudeness. The other teachers seemed afraid of her too. She walked over just when we finished planting.

5 "Well, Virgil," she said. "You seem to have claimed quite a large plantation here."

6 That's just what I was afraid of hearing. I looked away from her, down at our sticks. We'd put 'em in the ground and run string around 'em, cutting our land up into six pieces. I didn't know why, till my father stepped forward.

7 "Actually, madam, only this very first area here is ours," he said. He had on his biggest smile. He must have remembered her. "The others we have planted at the request of relatives who have no tools or who live too far."

8 "Really, now," said Miss Fleck.

9 "Yes, madam," said Father. He pointed at the closest squares of land. "My brother Antoine. My auntie, Anne-Marie."

10 My eyes opened wide. They both lived in Haiti. I stared at my father, but he just kept smiling. His finger pointed farther to the left. "My Uncle Philippe." He lived in New York. "My wife's father." He died last year. "And her sister." My mother didn't have any sisters. I looked at my father's smiling face. I'd never

watched an adult lie before.
11 "And what did your extended family of gardeners ask you to plant?" said Miss Fleck.
12 "Lettuce," said my father. "All lettuce."
13 "What a coincidence," she said back. She just stood, then walked over to her own garden. I'm pretty sure she didn't believe him. But what principal could she send him to?
14 That lettuce was like having a new baby in the family. And I was like its mother. I watered it in the morning if my father was still out driving. It was supposed to come up in seven days, but it didn't. My father couldn't figure out why. Neither of us knew anything about plants. This wrinkled old man in a straw hat tried to show me something when I poured out the water. He spoke some language, but it sure wasn't English. I didn't get what he was babbling about, till the lettuce finally came up in wavy lines and bunches instead of straight rows. I'd washed the seeds out of their places.
15 The minute it came up, it started to wilt. It was like a baby always crying for its milk. I got sick of hauling bottles of water in our shopping card, like I was some old lady. Then the heat came. The leaves shriveled up. Some turned yellow. That lettuce was dying.
16 My father practically cried, looking at it. He'd stop by in his cab when he could, with two five-gallon water containers riding in the back instead of passengers. Then bugs started eating big holes in the plants. I couldn't see anyone buying them from us. My father had promised we'd make enough money to buy me an eighteen-speed bike. I was counting on it. I'd already told my friends. My father asked all his passengers what to do. His cab was like a library for him. Finally, one of 'em told him that spring or fall was the time to grow lettuce, that the summer was too hot for it. My father wasn't smiling when he told us.
17 I couldn't believe it. I stomped outside. I could feel that eighteen-speed slipping away. I was used to seeing kids lying and making mistakes, but not grown-ups. I was mad at my father. Then I sort of felt sorry for him.
18 That night I pulled out the locket. I opened it up and looked at the picture. We'd studied Greek myths in school that year. In our book, the goddess of crops and the earth had a sad mouth and flowers around her, just like the girl in the locket. I scraped off the rust with our dish scrubber and shined up that locket as bright as I could get it. Then I opened it up, just a crack. Then I whispered, "Save our lettuce," to the girl.

Answer the following questions.

4) What do the details in paragraph 1 best show about Virgil's father?
   A. He is eager to plant a garden.
   B. He is hoping to move back to Haiti.
   C. He is angry that Virgil is still in bed.
   D. He is confused about when school ends

5) In paragraph 4, what description of Miss Fleck's **physical traits** does the author provide?

A. She is skinny and pale
B. She is strict
C. She is tall and dark-skinned
D. She is serious

6) In paragraph 4, what description of Miss Fleck's **personality traits** does the author provide?

A. She is funny
B. She is tall and dark-skinned
C. She is skinny and pale
D. She is strict

7) What do the details in paragraph 4 reveal about Miss Fleck?

A. She is starting a new job.
B. She has a garden larger than Virgil's.
C. She is one of Virgil's favorite teachers.
D. She expects everyone to behave properly.

8) In paragraph 8, what does Miss Fleck's comment most likely show about her attitude toward Virgil's father's explanation?

A. She is pleased by his generosity.
B. She doubts that his story is true.
C. She is happy that his family is so large.
D. She wonders why he wants so much work.

9) In paragraph 18, the narrator likely feels:

A. Envious
B. Indifferent
C. Hopeful
D. Disgusted

10) During what time of year does the story take place?

A. Winter
B. Spring
C. Summer
D. Fall

PRESTIGE ACADEMY

A COLLEGE PREPARATORY CHARTER SCHOOL
FOR BOYS
WILMINGTON, DELAWARE

GIVING BOYS A REAL CHANCE FOR A REAL FUTURE

October 2, 2011

Education Associate for Charter School Program
Delaware Department of Education
401 Federal Street, Suite 2
Dover, DE 19901

5th Grade English Language Arts

Units of Instruction

Overview:

Curriculum development is an important part of what every teacher does, and at Prestige Academy Charter School, we spend a lot of time and energy documenting this work in a consistent and useful format. Prestige Academy Charter School teachers must develop curriculum aligned with the Delaware State Standards and the National Common Core Standards. While State and Common Core learning standards, objectives and skills are not all-encompassing, they must be the starting point for all teacher planning and course curriculum. Prestige Academy Charter School teachers must ensure that every unit addresses Delaware and Common Core standards and that each and every standard receives sufficient attention during the school year.

All curricula is comprised of **clear** and **measurable** standards. Clear and measurable standards are those that clearly define what students should know and are easily assessable. At Prestige Academy Charter School, our teachers and instructional leaders approach curriculum and instruction with urgency and a focus on achievement while making our lessons and day-to-day activities fun and engaging as to create a lifelong love of learning for our scholars.

The following units of study for 5th Grade English Language Arts were chosen because they clearly illustrate Prestige Academy Charter School's commitment to rigorous, engaging, standards-based instruction. Furthermore, the units chosen, Story Elements, Character, and Determining Importance in Nonfiction, encompass numerous standards that are heavily assessed on the Delaware Comprehensive Assessment System (DCAS). Some modifications to these units of study were made to accommodate our all-boys

demographic including: more hands-on learning, collaborative partner work, auditory learning activities, and clearly communicated performance goals.

The following units of instruction reflect our commitment to language arts, with each 5th grade student receiving 100-130 minutes of ELA instruction per day.

In closing, please note that our teachers are using a modified version of Achievement First Model Units for ELA. The units we have submitted reflect a deep dive into the most essential skills and standards for our scholars.

Enclosures:

"Story Elements" Unit Plan by Julia Wade

"Character" Unit Plan by Julia Wade

"Determining Importance in Nonfiction" Unit Plan by Julia Wade

Prestige Academy Charter School

Unit Title: Determining Importance in Nonfiction **Grade Level(s):** 5

Subject/Topic Areas: English/Language Arts

Key Vocabulary: Nonfiction, Fiction, Inference/Infer, Main Idea, Summarize, Paraphrase

Designed By: Julia Wade **Time Frame:** 18 to 21 hours
Date: 11/14/11

SUMMARY OF PURPOSE: During this unit, students will learn the strategies and skills good readers use to determine the most important information in nonfiction text. Students will learn how to determine importance and identify the main idea at the paragraph and whole text level.

Stage 1: Desired Results

Common Core/ Delaware Standards

Primary: Reading

- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text (CC5RI2)
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area (CC5RI4).
- Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts (CC5RI5).
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (CC5RI6).

Writing

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly (CC5W2).

Secondary: Speaking and Listening

- Engage effectively in a range of collaborative discussions (one-one-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly (CC5SL1).

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CC5L1).
- Use knowledge of language and its conventions when writing, speaking, reading, or listening (CC5L3).

Reading: Foundational Skills

- Know and apply grade-level phonics and word analysis skills in decoding words (CC5RF3).

Key Concepts/Big Ideas

Paraphrasing and summarizing are key skills in the process of navigating a nonfiction text. The main idea and topic sentence are important elements of nonfiction paragraphs and passages that provide the key to unlocking nonfiction texts.

Enduring Understandings

Students will understand that…

- Nonfiction paragraphs and passages are organized around a main idea and a topic sentence.
- A nonfiction text can be retold by determining the main idea and summarizing.

Essential Questions

- How are nonfiction passages organized?
- What is the process for summarizing a nonfiction text?
- What is the process for paraphrasing a nonfiction text?

Real World Context

- Real world settings and situations
- Current events and relatable topics

Learning Targets/Goals

Students will know…

- Nonfiction paragraphs and passages are organized around a main idea and a topic sentence.
- A nonfiction text can be retold by determining the main idea and summarizing.

Students will be able to… (21st century skills)

- Define paraphrasing and explain the three ways to paraphrase.
- Use key words to paraphrase sentences from text.
- Collapse lists in order to paraphrase.
- Identify the nonfiction features in a text that will help to determine the big ideas of passage using the THIEVES strategy.
- Identify big ideas of the text using the title, headings, and introduction of a text.
- Infer the meaning of headings to determine the big ideas of a nonfiction text.
- Describe big ideas from a nonfiction text using the visual features of the text.
- Determine the larger ideas within nonfiction paragraphs by identifying or paraphrasing topic sentences.
- Determine the main idea of the passage by adding up the big ideas from each paragraph.
- Retell larger parts of a nonfiction text by determining the main idea of teach paragraph.

Stage 2: Evidence of Student Achievement

Transfer Task

Performance Task

Directions: Practice TAG on the prompt below.
What is the main idea of the article, "Survival Tactics" by Joanne Young? Give three clues that lead you to the big idea.

Remember to TAG!
T – Turn the question into a sentence
A – Answer the question
G – Give details to support the answer

Rubrics for Transfer Tasks

Performance Task

Score	Description
4	My answer gives a logical and thorough explanation supported by sufficient, specific, relevant details from the lesson.
3	My answer gives an adequate explanation supported by some relevant details from the lesson.
2	My answer gives a partial explanation with general references to the lesson.
1	My answer attempts to explain, but there are few or no accurate references to the lesson.
0	My answer is incorrect or irrelevant.

Formative Assessments: (e.g., tests, quizzes, prompts, work samples, observations)
All copies can be found in Appendix A.

Summative Assessments:
Comprehensive exams
Aligned to standards

Student Self-Assessment and Reflection

Pairs Communication Activity

Directions: In pairs, students read two articles on the same topic. One student reads one article, while the other student reads the second article. Students independently summarize their articles and compile one list of big ideas on their topic.

Reflection:

1. How did sharing your answers with a partner help you to complete this exercise successfully?
2. What are two things you would NOT have learned about your topic if you hadn't had the opportunity to read your partner's article summary?

Instructional Resources

- Simon, Seymour. *Horses*. (http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/files/ela/Appendix_B.pdf)
- Berger, Melvin. *Discovering Mars: The Amazing Story of the Red Planet.* (http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/files/ela/Appendix_B.pdf)
- Hakim, Joy. *A History of US.* (http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/files/ela/Appendix_B.pdf)
- Young, Joanne. *Survival Tactics*.
- Thompson, Luke. *Earthquakes.*
- Hodge, Susie. *Ancient Egyptian Art.*
- *Smithsonian Handbook Series*

Differentiation

- Use texts at a variety of reading levels for modeling and practice. Scholastic Books offers an online database of nonfiction texts organized by grade levels and guided reading levels.
- Use a variety of graphic organizers to scaffold activities and support student understanding and achievement. See Appendix A.

Enrichment

Ask and provide research and reflection questions
Make real world connections
Use technology, reading, writing, and other tools to enhance learning
Engage in structured debates

Stage 3: Learning Plan

Key learning tasks needed to achieve unit goals

- **Exploration of reading skills using nonfiction texts that are a variety of different lengths and levels.**
- **An understanding of how to find the main idea of a nonfiction text using THIEVES.**
- **Pairs Communication Activity**

Lesson 1

General Topics: Identify nonfiction features in a text, THIEVES
Nonfiction, Fiction, Inference/Infer, Main Idea

1. Model THIEVES (see Appendix A) and explain each piece of the acronym. Students practice as a class and independently to apply it to a nonfiction text.
2. Identify the types of text features that authors use in nonfiction texts (headings, titles, etc.). Explain the difference between standard and inferential text features. Practice as a group and independently to identify these in nonfiction texts.

Check for Understanding: Exit Slips, White Boards, Fist to Five

Lesson 2

General Topics: Main Idea
Nonfiction, Fiction, Inference/Infer, Main Idea

1. Introduce the contents of the topic sentence: Who and What. Students practice identifying the topic sentence in a paragraph.
2. Introduce "adding up" the big ideas of paragraphs to get the main idea of a passage. Practice this on a multi-paragraph nonfiction article

Check for Understanding: Exit Slips, White Boards, Fist to Five

Lesson 3

General Topics: Paraphrasing and Summarizing
Nonfiction, Fiction, Inference/Infer, Main Idea, Paraphrase, Summary

1. Explain the idea of paraphrasing. Students practice this on small pieces of nonfiction text, gradually trying longer and longer texts until they are able to paraphrase an article like "Survival Tactics" by Joanne Young.
2. Once students can comfortably paraphrase, students learn to "retell" or summarize an article by pulling out only the most important information. Students mark main ideas with post-its, and ensure the accuracy of their summary using the handout "My Nonfiction Retells."

Check for Understanding: Exit Slips, White Boards, Fist to Five

Appendix A

Sample Resources

Name_____ Date_____

THIEVES ANCHOR CHART

Using Nonfiction Features to Find the Big Idea

T Title

H Headings

I Introduction

E Every Topic Sentence

V Visuals

E Ending

S So What?

THIEVES

	Nonfiction Feature	Information from Text	Thoughts
T	**Title**		
H	**Heading**		
I	**Introduction**		
E	**Every Topic Sentence**		
V	**Visuals**		
E	**Ending**		
S	**So What?**		

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Homework

Every Topic Sentence

Directions: Read XX pages and minutes in your class text. As you read find the topic sentence of each paragraph by determining the who and the what of the paragraph. Record this information in the Boxes below

¶ 1 WHO: WHAT: TOPIC SENTENCE:	¶ 2 WHO: WHAT: TOPIC SENTENCE:
¶ 3 WHO: WHAT: TOPIC SENTENCE:	¶ 4 WHO: WHAT: TOPIC SENTENCE:
¶ 5 WHO: WHAT: TOPIC SENTENCE:	¶ 6 WHO: WHAT: TOPIC SENTENCE:

Adding it All Up

Title: Navajo Code Talker

¶ 1

WHO: Native Americans

WHAT: forced by the US to give up their land and their language

TOPIC SENTENCE:
Native Americans were forced to give up their land and language.

¶ 2

WHO: United States

WHAT: used a Native American forbidden language to win WWII.

TOPIC SENTENCE:
The US used a Native American language as code to win WWII.

¶ 3

WHO: The Navajo Language

WHAT: was the perfect language for a code

TOPIC SENTENCE:
The Navajo Language was the US code

¶ 4

WHO: Navajo men

WHAT:
Were the key to the US Success

TOPIC SENTENCE:

¶ 5

WHO: The Navajo Code

WHAT: is one of the most important military codes ever used

TOPIC SENTENCE:
The Navajo Code is one of the most important military codes ever used

MAIN IDEA:

_____

_____

_____

Prestige Academy Charter School

Homework

Adding it All UP

Directions: Read XX pages and minutes in your class text. As you read find the topic sentence of each paragraph by determining the who and the what of the paragraph. Record this information in the Boxes below

¶ 1 WHO: WHAT: TOPIC SENTENCE:	¶ 2 WHO: WHAT: TOPIC SENTENCE:
¶ 3 WHO: WHAT: TOPIC SENTENCE:	¶ 4 WHO: WHAT: TOPIC SENTENCE:
¶ 5 WHO: WHAT: TOPIC SENTENCE:	¶ 6 WHO: WHAT: TOPIC SENTENCE:

MAIN IDEA:

_____

_____

_____

My Nonfiction Retells:

- ☐ I looked at post-its to help me figure out the main idea of the section.
- ☐ I use the big ideas from each paragraph to support the main idea.
- ☐ I mentioned what I liked or found interesting.
- ☐ I flipped and skimmed, looking at post-its to help me remember more.
- ☐ I retold as if my listener had never read the text before.
- ☐ I used the "rewind" or "fill-in" strategy when prompted by my partner.

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Name_____ Date _____
Subject ___5th Grade ELA_____ HR _____

Main Idea Quiz

Part I - Circle the correct answer.

Texts that are made up by the author, or are not true, are called…

a. Fiction
b. Nonfiction

Texts that are true and are about real things, people, events, and places are called…

a. Fiction
b. Nonfiction

Part III - Directions: Read each paragraph below and answer the questions.

_____. At first, the path was clear, but as we continued walking, it became overgrown with weeds. We heard the gurgle of water ahead. When we reached the creek, it sparkled like silver. The rocks on the bottom were incredible colors. We saw deer tracks in the mud-brown banks of the stream. Overhead, tree branches formed an arc over the running water.

1.What would be a good <u>topic sentence</u> for the above paragraph?

A) We saw many beautiful sights on our nature walk
B) The path had sticks and rocks on the ground.
C) The deer frolicked in the forest.
D) The running water crashed loudly.

2.What is the main idea of the above paragraph?

_____

Aunt Esther married a man who was a member of the armed forces. They traveled to many foreign countries. Aunt Esther brought home interesting recipes from each country. When we visited her house, we never knew what to expect for dinner. She also kept mementos from each place and arranged them on the shelves in her living room. I loved to hear her stories about faraway places.

3. What is the main reason the above paragraph was written?

A. to explain about Aunt Esther's recipes

B. to persuade the reader to visit Aunt Esther

C. to inform the reader about an interesting person

4.What is the main idea of the above paragraph?

_____

_____. As a little boy, Chris watched his older brother cook. Sometimes Chris would help by stirring soup or drying dishes. Chris started cooking on his own in high school. He enjoyed it so much he decided to work in a restaurant.

5. Which of these would be the best topic sentence for the above paragraph?

A. Chris has an older brother who knows how to cook.
B. Chris has always enjoyed cooking.
C. Chris now works as a cook in a restaurant.

6. What is the main idea of this paragraph?

_____

For centuries, people usually ate with their hands. If they did use silverware, they used spoons or knives. The fork appeared first in the Middle East, but it was considered only somewhat useful. In the eighteenth century, the design changed. The Germans began using forks for eating as well as for spearing pieces of meat. Today, about thirty different kinds of forks are available for use at a dinner table.

7.What was the main reason the paragraph was written?

a. to show the difference between spoons, knives, and forks
b. to inform readers how forks developed as a tool for eating
c. to entertain readers with a story about different eating tools
d. to teach the reader which fork to use for a particular food

8.What is the main idea of this paragraph?

_____

_____. Broth, also called stock, is a thin, almost clear soup. Broths are watery enough to form the base for other soups. Thick soups can be made in different ways. Meats and vegetables can be cooked together. Sometimes flour and milk are added to create cream soups. At other times, the ingredients are put in a blender to make a soup called a puree.

9.Which sentence would be the best topic sentence for the paragraph?

a. Chowder is a kind of fish soup.
b. Soup is a liquid food that has different forms
c. Soup is tasty and is good for you.
d. Thick soups are often used as a main dish.

10.What is the main idea of this paragraph?

_____

The first ads were not written. For example, in ancient Egypt, ads were public announcements.
Printing, however, offered new opportunities. Now, people could read printed ads for different
products. Soon, business people became experts. They learned the art of selling and the best ways to
market a product.

10.What is the main reason this paragraph was written?

a. to inform readers about the history of advertising
b. to persuade the reader to buy a product
c. to state why there are so many advertisements
d. to explain how an advertisement is written

11.What is the main idea of this paragraph?

_____.

For centuries, people usually ate with their hands. If they did use silverware, they used spoons or knives. The fork appeared first in the Middle East, but it was considered only somewhat useful. In the eighteenth century, the design changed. The Germans began using forks for eating as well as for spearing pieces of meat. Today, about thirty different kinds of forks are available for use at a dinner table.

12.Which sentence would be the best topic sentence for this paragraph?

a. In the past, people sometimes ate with their hands.
b. Few people know the names of all of the forks.
c. The fork is a relatively new invention
d. Later, people in other countries began using forks.

13.What is the main idea of this paragraph?

_____

Dolley Madison married James Madison, a man who served as secretary of state under President Thomas Jefferson. She then became the official White House hostess for President Jefferson, who was a widower. Later, when James Madison became the fourth president of the United States, Dolley decorated the White House and invited politicians and citizens to visit. This was the first time people were invited to the president's home on a regular basis. When the British invaded Washington in 1814, Dolley protected important possessions. She showed no fear and became a national hero.

14.Which sentence would be the best topic sentence for this paragraph?

a. Many first ladies have had a great deal of influence on the nation.
b. Dolley Madison is one of the most important first ladies in history.
c. Dolley Madison married the fourth President of the United States.
d. Early Presidents did not live in the White House we have today.

15.What is the main reason this paragraph was written?

a. to teach readers about an important first lady
b. to discuss the fourth president of the United States
c. to compare an early first lady with a later one
d. to describe what Dolley Madison looked like

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Unit Title: Story Elements **Grade Level(s):** 5

Subject/Topic Areas: English/Language Arts

Key Vocabulary: Main Character, Setting, Initiating Event, Character's Internal Response, Character's Plan/Attempts, Direct Consequence, Moral

Designed By: Julia Wade **Time Frame:** 18 to 21 hours
Date: 10/3/11

SUMMARY OF PURPOSE: This unit is designed as an introduction to the key elements of a story. Students will learn that key story elements exist in every story and are meant for interpretation, regardless of the text being read. Students will be able to identify key elements of a story, using the story elements as a framework that they continually cycle back to throughout the year and developing increasingly sophisticated interpretations of story elements within texts as the year progresses.

Stage 1: Desired Results

Common Core/ Delaware Standards

Primary: Reading

- Explain how a series of chapters fits together to provide the overall structure of a particular story (CC5RL5).
- Determine a theme of a story from details in the text, including how characters in a story respond to challenges (CC5RL2).

Writing

- Draw evidence from literary texts to support analysis, reflection, and research (CC5W9).

Secondary: Speaking and Listening

- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace (CC5SL4).

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CC5L1).
- Use knowledge of language and its conventions when writing, speaking, reading, or listening (CC5L3).

Reading: Foundational Skills

- Know and apply grade-level phonics and word analysis skills in decoding words (CC5RF3).

Key Concepts/Big Ideas

Story elements exist in every story and are meant for interpretation.

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Enduring Understandings

Students will understand that…

- There are standard key elements in a story, including a main character, setting, initiating event, character's plan, consequence, and moral.
- Authors purposefully construct literature using key story elements, and these elements are meant to be recognized and interpreted by the reader.

Essential Questions

- What are the key story elements?
- How does a reader learn to recognize key story elements?
- How do the key story elements differ/remain constant across various literary texts?

Real World Context

- Real world settings and situations
- Realistic and relatable characters

Learning Targets/Goals

Students will know…

- The elements of plot, including setting, initiating event, character's plan, character's attempts, direct consequence, and moral.
- The elements of character development, including how to identify the main character and his/her feelings and internal response to plot developments.

Students will be able to… (21st century skills)

- Identify the main character of a story by giving a detailed description of that character
- Describe the setting of a story, including the time period, place, and the unexpected "happening" within that setting
- Retell the initiating event in the story that causes or is the main character's "problem"
- Recognize the internal response of the main character in response to the initiating event
- Identify that the character has made a plan (stated or implied by the author) to deal with his/her "problem" created by the initiating event and internal response
- Label the attempts the character makes to solve his/her "problem"
- Describe the result of the character's plan
- Outline the attempts made to resolve the character's problem (direct consequence)
- Identify the character's feelings as a result of the consequence
- Define the lesson learned, moral, and resolution of the story

Stage 2: Evidence of Student Achievement

Transfer Task

Performance Task

Directions: Practice TAG on the prompt below.
In *The Fan Club*, the initiating event for Laura is that she thinks the popular kids are picking on her and planning some kind of practical joke to embarrass her at school. What is her internal response to this initiating event? Use details from the text to support your answer.

Remember to TAG!
T – Turn the question into a sentence
A – Answer the question
G – Give details to support the answer

Rubrics for Transfer Tasks

Performance Task

Score	Description
4	My answer gives a logical and thorough explanation supported by sufficient, specific, relevant details from the lesson.
3	My answer gives an adequate explanation supported by some relevant details from the lesson.
2	My answer gives a partial explanation with general references to the lesson.
1	My answer attempts to explain, but there are few or no accurate references to the lesson.
0	My answer is incorrect or irrelevant.

Formative Assessments: (e.g., tests, quizzes, prompts, work samples, observations)
All copies can be found in Appendix A.

Summative Assessments:
Comprehensive exams
Aligned to standards

Student Self-Assessment and Reflection

Pairs Communication Activity

Directions: Students journal individually for ten minutes using the following prompt:

In *The Fan Club*, Laura goes from one class to the next: math, English, etc. In each class, Laura seems to have some plans in her head. Each plan involves her figuring out a way to stop the bullies. Brainstorm a time when you have been in a situation like Laura's situation. What plans did you make to solve your problem?

Students discuss their answers in the form of a think-pair-share.

Reflection:

1. What were the similarities and differences between your plans and your partner's plans?
2. What advice would you and your partner give Laura to help her deal with her bully problem?

Instructional Resources

- Carroll, Lewis. *Alice's Adventures in Wonderland* (http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/files/ela/Appendix_B.pdf)
- Saint-Exupéry, Antoine de. *The Little Prince* (http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/files/ela/Appendix_B.pdf)
- Curtis, Christopher Paul. *Bud, Not Buddy* (http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/files/ela/Appendix_B.pdf)
- Maynard, Rona. *The Fan Club*
- Rathmann, Peggy. *Officer Buckle and Gloria*
- Spinelli, Jerry. *Maniac Magee*
- Fountas, Irene and Gay Su Pinnell. *Guiding Reading and Writers: Grades 3-6.*

Differentiation

- Use texts at a variety of reading levels for modeling and practice. For example, *The Fan Club* should be used in this unit for students at a higher reading level, while *Officer Buckle and Gloria* should be used for students at a lower reading level.
- Use a variety of graphic organizers to scaffold activities and support student understanding and achievement. An example of an alternative approach to the performance task can be found in Appendix A.
- Use a "Story Elements Rap" for auditory learners. An example of an alternative approach to the performance task can be found in Appendix A.
- Use a large, poster-sized visual of the primary story elements. An example of an alternative approach to the performance task can be found in Appendix A.

Enrichment

Ask and provide research and reflection questions
Make real world connections
Use technology, reading, writing, and other tools to enhance learning
Engage in structured debates

Stage 3: Learning Plan

Key learning tasks needed to achieve unit goals

- **Exploration of reading skills using picture books to "spotlight" particular story elements in a concrete manner**
- **Using Story Elements Markers and Post-It Codes to identify story elements (see Appendix A)**
- **Pairs Communication Activity**

Lesson 1

General Topics: Identifying the main character, setting, initiating event, and character's internal response in a story.
Main character, character trait, setting, initiating event, prediction, infer/inference

1. Explain that great readers are like detectives trying to solve a mystery. Author's leave clues to help great readers to unlock the mysteries of a story. Model how to identify and find details about the main character and setting. Students practice finding "clues" about the main character and setting, labeling them with post-it notes (see Appendix A).
2. Connect the idea of a story's initiating event to the idea of a football game kick-off. Students practice identifying the initiating event, giving details to support their answer.
3. Students brainstorm feelings that they associate with the initiating event(s) in the class text(s). Using their own ideas and clues from the text, students practice inferring the main character's internal response to the initiating event.

Check for Understanding: Exit Slips, White Boards, Fist to Five

Lesson 2

General Topics: Identifying the character's plan, attempts to solve his/her "problem," the result of the character's plan, and direct consequence
Plan, attempt, sequencing, cause, effect, obstacle, result, resolution, direct consequence, infer/inference

1. Based on the feelings that students associated with the initiating event(s) in the class text(s), students brainstorm plans that address the "problem" in the story. Students practice tracking the development of the main character's plan, labeling it with post-it notes (see Appendix A). Complete the pairs communication activity.
2. Connect a character's attempts to solve his/her "problem" to the action

sequences a movie director uses to make a movie interesting. Students predict and identify the main character's plan/attempts in the class text(s).

3. Students learn that great readers, like great detectives, explain what happened as a result of the main character's plan and how they solved the problem in the story.

Check for Understandng: Exit Slips, White Boards, Fist to Five

Lesson 3

General Topics: Identifying the character's feelings as a result of the direct consequence and defining the moral of the story

Moral, resolution, summary/summarize, infer/inferences

1. Discuss the importance of tracking how the main character feels as the story comes to a resolution. Students use post-its to practice this independently.
2. Define what a moral is and identify the moral in a model text. Discuss the similarities/differences between a moral and a resolution. Practice on texts with an explicit moral and texts where the moral must be inferred.
3. Students practice identify all of the story elements independently using a new text they have not seen before.

Check for Understanding: Exit Slips, White Boards, Fist to Five

Appendix A

Sample Resources

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Name: _____ Date: _____

Performance Task

Directions: Practice TAG on the prompt below.
In *The Fan Club*, the initiating event for Laura is that she thinks the popular kids are picking on her and planning some kind of practical joke to embarrass her at school. What is her internal response to this initiating event? Use details from the text to support your answer.

Remember to TAG!
T – Turn the question into a sentence
A – Answer the question
G – Give details to support the answer

	Details
1)	
2)	
3)	

Sentence Starters

1. Laura's internal response to the initiating event is_____.
2._____
_____.
3._____
_____.
4. In conclusion,_____
_____.

WRITE THE SENTENCES IN PARAGRAPH FORM BELOW.

_____
_____
_____
_____
_____
_____
_____
_____

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Name: _____ Date: _____

Post-it Notes: Class Work

When you have a clue that provides you details about the main character, record it with the code "CHARACTER CLUE." Below that, write why you learned about the character. Good luck, reading detectives!

Reading Checklist

- ☐ I wrote five post-its.
- ☐ I labeled each post-it with a "CHARACTER CLUE" and explained what detail I learned about the character from the reading.
- ☐ I did not get distracted by the voices around me.
- ☐ I did not look up while I was reading.
- ☐ When I finished my pages, I wanted to keep reading.

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Closing/Share: Write a sentence that describes what you learned about the main character in the class novel we are reading.

_____

_____

_____

_____

_____

Prestige Academy Charter School

Name: _____ Date: _____

Exit Ticket

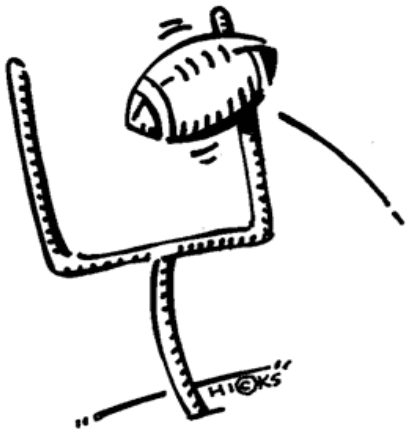
Make a prediction based on what you have read as to what is the initiating event in *Maniac Magee*. Explain why.

_____
_____
_____
_____
_____
_____
_____
_____

Prestige Academy Charter School

Name: _____ Date: _____

Literature Class Homework



The Kick-Off: Today, in class, we learned about the part in the story that "kicks off" the details of the story and makes it fun and interesting to read. We used the language "initiating event" to describe the point in the story in which we find out what causes (or is already) the main character's problem.

1. What is the initiating event in the novel we are reading as a class?

_____

_____

_____

_____

_____

_____

2. What are the details in the story that helped you figure that out?

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Detail # 1

Detail # 2

Detail # 3

Predicting: When we did our first unit (Habits of Good Readers), we learned that good readers try to predict what will happen next in a story. Predict how you think the main character will try to solve the problem in the novel we are currently reading as a class.

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Name: _____ Date: _____

Post-it Notes: Class Work

When you find a clue that helps you figure out the main character's **plan**, write PLAN on the post-it note. Below the word "PLAN," explain in one sentence why you think this clue helps you figure out the character's plan. Good luck, detectives!

Reading Checklist

- ☐ I wrote at least four post-its.
- ☐ I labeled each post-it with "PLAN" and explained why this is a clue that helps me understand the character's plan
- ☐ I did not get distracted by the voices around me.
- ☐ I did not look up while I was reading.
- ☐ When I finished my pages, I wanted to keep reading.

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Closing/Share: Write a brief summary with your partner explaining the three key components of the story thus far: the initiating event for the character, the character's response (feeling) to that event, and the character's plan to solve the problem. Use signal words!

_____

_____

_____

_____

_____

_____

Overview of the "Somebody Wanted But So" Strategy

Student identification of plot elements, such as conflicts and resolutions, can be facilitated by the use of the "Somebody Wanted But So" (SWBS) reading strategy. With SWBS, students complete a chart by creating a SWBS statement that identifies a character, the character's goal/motivation, a conflict that impedes the character, and the resolution of the conflict. The chart has four column headings:

Somebody (character)	Wanted (goal/motivation)	But (conflict)	So (resolution)

While the SWBS reading strategy lends itself to after reading, it can be used during the reading of specific chapters or a section of the text and with the main plot as well as subplots.

Example for the "Somebody Wanted But So" Strategy from *Wish You Well* by David Baldacci

Somebody (character)	Wanted (goal/motivation)	But (conflict)	So (resolution)
George Davis	Wanted payment for his damaged still	but Louisa refused to pay	so Diamond gave George Davis his prized silver dollar.

From: http://www.allamericareads.org/lessonplan/wyw/after/swbs.htm

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Name_____**Date**_____

Somebody/Wanted/But/So: How We Summarize Fiction

Directions: Read the following short passages then summarize them using the somebody/wanted/but/so strategy.

During intermission of her last concert with Destiny's Child, Beyonce had a sudden change of heart. Instead of breaking off into her own solo career she thought she could never leave her girls! She still had all of the costumes that her mom had designed, the other singers had never given her any problems and they really were her best friends. Just as Beyonce was about to tell the rest of Destiny's Child that she didn't want to leave the group, Jay-Z stopped his girlfriend.

"Baby," he said. "You are making the wrong choice. Don't you even think about staying with this act- they are all washed up. You need to tour with me girl and be my backup singer and dancer."

"Fool!" Beyonce said as she stormed off leaving her water all over his face. "I always choose the ladies over any bum any day! I'm not a backup kind of lady! Forget you, I'm staying with Destiny's Child!"

Somebody:_____

Wanted:_____

_____

_____

But:_____

_____

_____

So:_____

_____

_____

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After filming "A Series of Unfortunate Events" Jim Carrey decided that playing Count Olaf was his favorite part of all time. He loved how he got to play so many different parts in one (Count Olaf likes to dress up as different characters). He also liked how villainous Count Olaf is (Count Olaf desperately desires to kill the Bouldelaire children).

Just as Jim Carrey called to phone his agent of his desire to continue making more Series of Unfortunate Events the director of the movie called.

"Jim, we have a problem. This new actor- you know, that kid in Malcolm in the Middle? Well, he wants to play the part of Count Olaf in the next movie."

"What?" Jim Carrey said screaming into the phone. "That's crazy! He's just a kid, and I almost got nominated for an academy award for my portrayal of Olaf! Of course I will continue with the part."

"We are sorry Jimmy but the kid is cheaper. We are going with less dough if you know what I mean."

"Well- I'm going to call Lemony Snickett and clear this right up," Jim Carrey said as he hung up the phone.

Several days later, a mysterious phone call from a mysterious location was placed to Jim Carrey's agent. Lemony Snickett wouldn't have it any other way. It was Jim Carrey as Olaf or no movie at all.

Somebody:_____

Wanted:_____
_____

But:_____
_____
_____

So:_____
_____

Post-it Codes

R = This reminds me of… any type of connection
T→ S = text to self connection
T → T = text to text connection
T → W = text to world connection
? = question
A = answer
BK = questions that are answered in the text
I = questions that can be inferred from the text
D = questions that can be answered by further discussion
RS = questions that require further research in order to be answered
Huh? or **C** = questions that signal confusion

 = an answer to a "huh?" or "C" post-it
MI = mental image

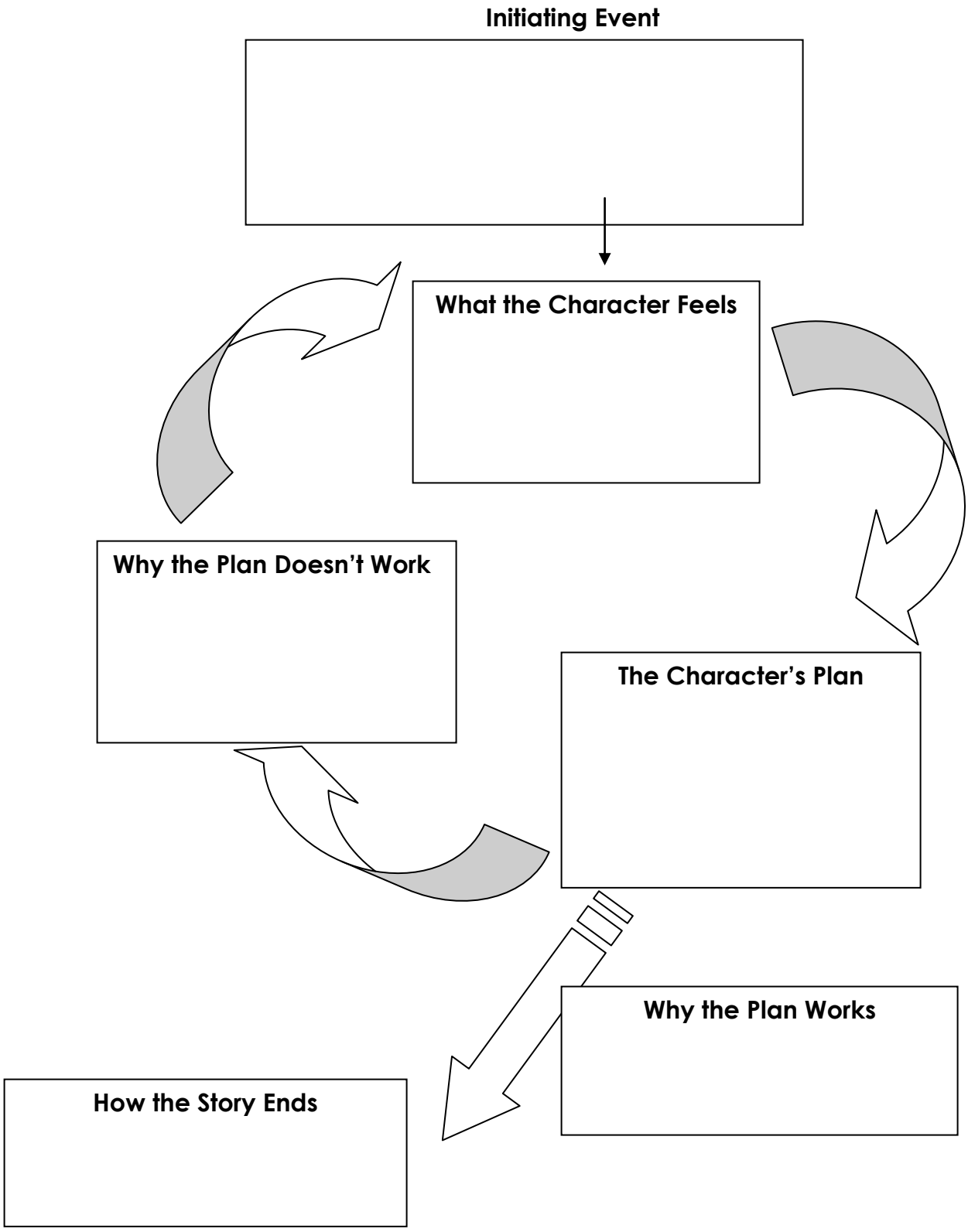
Post-it Codes for the Story Elements Unit:

CHARACTER CLUE=Textual detail about the main character
SETTING CLUE=Textual detail about the setting
IE= Initiating Event that kicks off the story by causing the main character to have a problem that has to be solved
IR= Internal Response the main character is feeling in response to the initiating event
PLAN=the plan the main character makes to solve his/her problem (which was created by the IE and the IR
FEELING= how the main character feels as result of having solved (or tried to solve) the problem. This is called the direct consequence.

Story Elements Markers

1.  **Main Character**—referenced by specific name (if noted in the story), or physical description
2.  **Setting**—when and where the story takes place
3.  **Kick-Off**—the event that began the action in the story (sometimes it is a problem, but it can also be something exciting too). It is helpful to remember the phrase, "...it was a ho-hum day until..."
4.  **Feeling**—how does the main character feel about the "kick-off"
5.  **Plan**—how the main character plans to respond to the kick-off
6.  **Attempts**—how the main character attempts to respond to the kick-off
7.  **Direct Consequence**—what happens as a result of the attempts/actions taken by the main character
8.  **Resolution**—how the main character feels about the consequence

Story Elements Graphic Organizer



"Story Elements Rap"

Check it out yo...

Setting, that's like where it's going down,
Could be the train compartment, a castle or a town,
Could be the Arctic winter - like *To Build a Fire*
The temperature's dropping, excitement is getting higher,
Setting sets the scene so the scene seems set,
Could be the Italian restaurant where we met,
Setting gives us the where and the when,
Could be modern day, the future, or way back when.

Plot, Character, Conflict, Theme,
Setting*, yes these are the 5 things*
That you're going to be needing
When you're reading or writing
A short story that's mad exciting x2

Plot is the action, the quest for satisfaction,
What's going down, what's going to happen.
Four men at sea in an open boat,
Rowing and hoping that they can stay afloat. The plot:
They have to make it to the beach,
But the waves are big, and the shore seems out of reach,
Plot is a series of events... like Lemoney Snicket,
It could be crazy, wild or straight wicked.

Plot, Character, Conflict, Theme,
Setting*, yes these are the 5 things*
That you're going to be needing
When you're reading or writing
A short story that's mad exciting x2

Knock knock, who's there? Oh, it's the **characters**,
The people in the story who carry out the action.
Characters can be pretty, tiny or clean,
Characters can be silly, whiney or mean,
Juliet is a character, and so is Romeo,
Pokemon has characters and so does Yu-gi-oh,
Characters could be dogs, lions, or hippos,
JK Rowling chose Harry Potter. "Why?" Who knows!

Plot, Character, Conflict, Theme,
Setting*, yes these are the 5 things*

That you're going to be needing
When you're reading or writing
A short story that's mad exciting x2

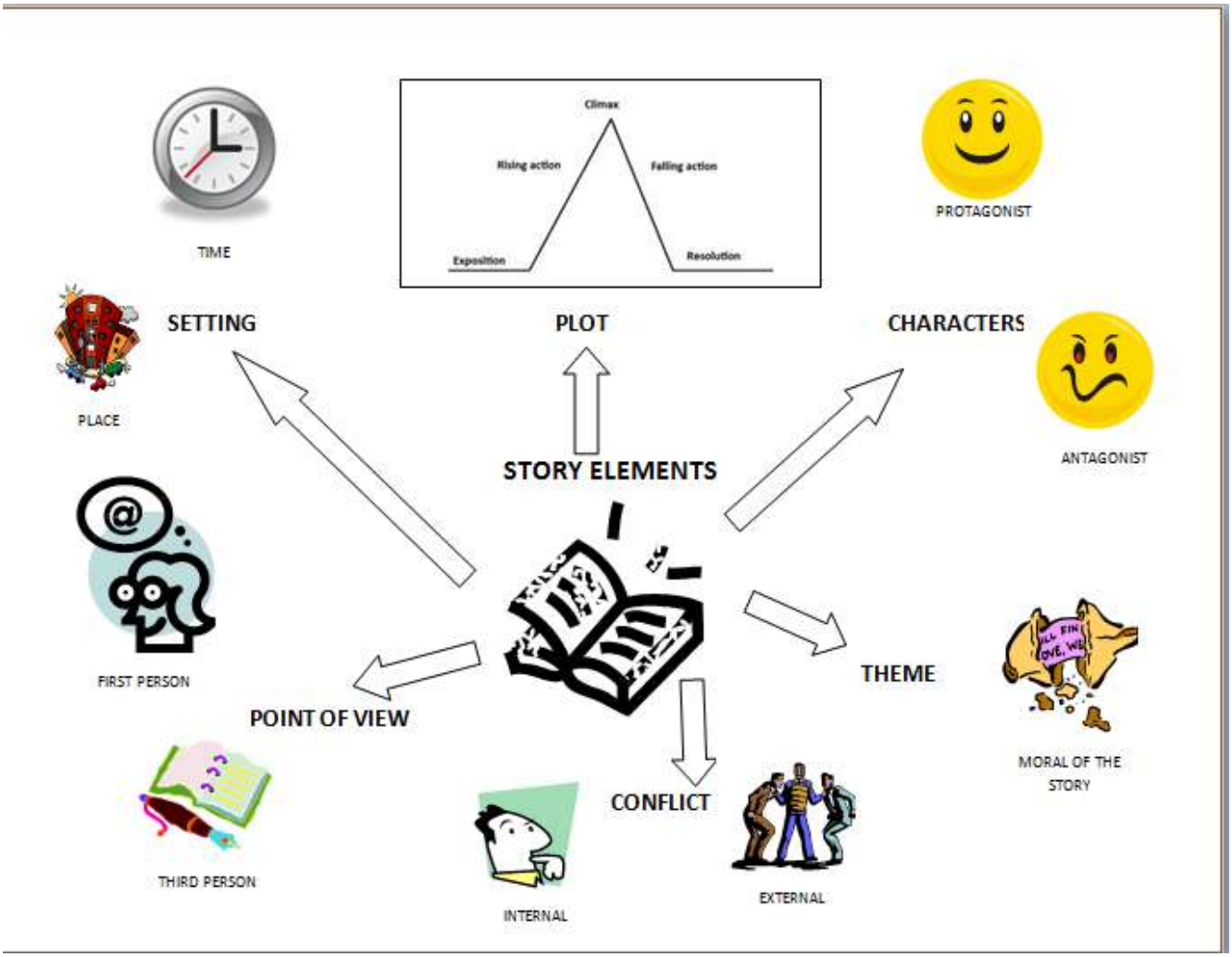
Uh-uh! Put your snack back in your backpack we're not finished!
Something gone wrong! That's the **conflict** kids
A struggle in the plot, now who's on top,
Could be a fight for money, like some robbers and cops,
Could be an internal conflict - a struggle inside,
Like I don't want to tell the truth but I don't ever want to lie,
Flick something in your eye, now you're conflicted,
What created drama? The conflict did.

Plot, Character, Conflict, Theme,
Setting*, yes these are the 5 things*
That you're going to be needing
When you're reading or writing
A short story that's mad exciting x2

The **theme** of the story is the main idea,
The central belief or the topic that's in there,
It's usually something abstract like sacrifice,
Isolation or resurrection: we're back to life,
Like don't lie, don't practice libel,
The theme of *To Build a Fire* is survival,
Survival on your own like Fievel Moskowitz
Flocabulary's something that you HAVE TO GET...

Plot, Character, Conflict, Theme,
Setting*, yes these are the 5 things*
That you're going to be needing
When you're reading or writing
A short story that's mad exciting x2

http://www.flocabulary.com/fivethings.html


TIME
Climax
Rising action
Falling action
Exposition
Resolution
PROTAGONIST
SETTING
PLOT
CHARACTERS
PLACE
ANTAGONIST
STORY ELEMENTS
FIRST PERSON
THEME
POINT OF VIEW
MORAL OF THE STORY
CONFLICT
THIRD PERSON
INTERNAL
EXTERNAL

Prestige Academy Charter School

Unit Title: Number Sense **Grade Level(s): 5**

Subject/Topic Areas: Place value, reading and writing numbers, expanded notation, adding and subtracting, comparing numbers

Key Vocabulary:

Designed By: Jessica Rosati **Time Frame: 12 to 15 hours**
Date: 09/01 – 09/16

SUMMARY OF PURPOSE: In this 5th grade math unit, students will be introduced to numbers in a mathematical sense. They will be able to read and write whole numbers and learn place values up to the hundred billions place. They will also be able to then "stack up" these numbers in order to compare and order them, and express numbers in four forms: standard form, written form, expanded form, and expanded notation.

Stage 1: Desired Results

Common Core/ Delaware Standards

Primary: 5.NSO-N.1 Place Value Number Theory (5.NSO-N.5 & N.6 & N.7)

- Identify which digit represents different place values to billions place
- Translate between word form, standard notation, expanded form, expanded notation

Secondary: Number Theory (5.NSO-N.5 & N.6 & N.7)

- Compare and order numbers

Key Concepts/Big Ideas

Number theory

Enduring Understandings

Students will understand that…

- A number can be expressed in various ways
- Place values of numbers tell us the value of a digit

Essential Questions

- What are different ways to express numbers? (numerical form, word form, expanded form)
- What are the place values up to hundred billions?

Real World Context

- Expressing large numbers in money, the census uses large numbers for populations in social studies

Learning Targets/Goals

Students will know…

- How to write and read numbers up to the hundred billions place value

Students will be able to… (21st century skills)

- Express numbers in written form, numerical form, and understand whole number place values

Stage 2: Evidence of Student Achievement

Transfer Task

Performance Task

Students will complete two exit slips post "place value" and "expressing numbers" lessons. They will be asked to name given place values, tell digits in certain place values, and express numbers in various ways taught in class.

Rubrics for Transfer Tasks

Performance Task

	3	2	1	0
Place Value Exit Slip	All six answers are correct or five out of six are correct. This is considered mastery.	Student receives four out of six answers correct.	Student receives less than half of the answers correct. Student has not mastered objective.	Student does not answer any place value questions correctly.
Expressing Numbers Exit Slip	All eight answers are correct, or seven out of eight are correct. This is considered mastery.	Student receives six out of eight answers correct.	Student receives less than half of the answers correct. Student has not mastered objective.	Student does not answer any expressing numbers questions correctly.

Formative Assessments:(e.g., tests, quizzes, prompts, work samples, observations)
All copies can be found in Appendix A.

Summative Assessments:

Comprehensive exams
Aligned to standards

Student Self-Assessment and Reflection

Pairs Communication Activity

Directions:

Scholars will be placed into successful learning groups of two (one scholar who has mastered the objective paired with a scholar who has not yet mastered it.) Each pair will receive a bag of "Sixth Sense" playing cards created by teacher. On the front side, lists a number with place values reaching up to the hundred billions, with one digit underlined, and the backside contains the answer. One scholar holds the card up to his partner, and the partner names the place value of the underlined digit. If the scholar answers incorrectly, the partner gives him a second try, building confidence and allowing for mistakes. Both students check the back of the card for the correct answer and switch roles. They continue playing, gaining one point for each right response.

At the conclusion of this activity, we will use the following reflection as a class.

Reflection:

1. Which place values did you have most difficulty remembering and naming? Why?
2. What type of strategies did your partner employ to make you more successful if you did not answer correctly the first time?

- BE SURE TO INCLUDE A COLLABORATIVE LEARNING ACTIVITY

Instructional Resources

Differentiation

If two "high level" mastery scholars are partnered together, they may scaffold the activity to make it more challenging. Instead of reading place values, these partners are able to choose three cards each, read these numbers out loud to each other, or place them in order from least to greatest.

Enrichment

Scholars can create their own game cards with numbers, and practice at home with a family member or friend.

Stage 3: Learning Plan

Key learning tasks needed to achieve unit goals

- **Practice reading larger numbers, remembering commas and place values**
- **Expressing numbers in several forms; including written form, numerical form, expanded form and expanded notation**

The acronym WHERETO summarizes key elements to consider when designing an effective and engaging learning plan.

W – Help the students know Where the unit is going and What is expected? Help the teachers know Where the students are coming from (prior knowledge, interests)
H – Hook all students and Hold their interest?
E – Equip students, help them Experience the key ideas and Explore the issues?
R – Provide opportunities to Rethink and Revise their understandings and work?
E – Allow students to Evaluate their work and its implications?
T – Be Tailored (personalized) to the different needs, interests, and abilities of learners?
O – Be Organized to maximize initial and sustained engagement as well as effective learning?

Lesson 1

General Topics: Learning place values up to the hundred billions place.
Key Vocabulary: Place value, digit, period

1. Teach place values up to the hundred billions place. Discover that there is a pattern of "HTO" (hundreds, tens, ones) in each period that is separated by a comma.
2. Use laminated place value charts to practice filling in digits that create large numbers.
3. Guided Practice: Teacher rolls a die on the ELMO projector and puts the digits together to create large numbers. Scholars are then asked to read these large numbers using the technique taught in class.
4. Learn "The Place Value Song" (see attached) and practice chanting as a class. Review that place values get larger as the digits add to the right.

Check for Understanding: Exit Slip

Lesson 2

General Topics: *Expressing numbers in written form, numerical form, and expanded forms.*
Key Vocabulary: Expanded form/notation, written form, numerical form

1. Class notes include definitions of various forms of expressing numbers in a chart form. Students will see that even though it is the same number, it can be written in several ways.
2. Students practice reading numbers by reading the 1, 2, or 3 digits in the period, then

reading the place value "name".

3. Class activity is a game of numbers "concentration". Scholar will meet with a partner and try to match the numerical form of a number with the written form of a number. Each match that the scholar makes earns them one point. This activity will be played for 20 minutes.

Check for Understanding: Exit Slip

Prestige Academy Charter School

Name: _____ **Date:** _____

Subject: _____ **Homeroom:** _____

Day 8
Do Now (5 min)

1. Which of the following numbers is the largest? Circle your answer.

   280 28000 28

2. How do you know the number you circled is the largest?

   _____

3. You want the new Jordans and Footlocker has them for $90. Ebay is selling the same pair for $900. Champs is having a huge sale and they are selling them for $9. Where would you buy the new Jordans?

   _____

   Why? _____

   Arrange the three values on the line below using the symbols <, >, or =.

   _____

Day 8
Class Notes: Place Value

SWBAT identify the digit of a given place value in a 9-digit whole number
SWBAT identify the place value of a given digit in 9-digit whole number

Key Words

☺ ***Digit*** _____

☺ ***Place Value*** _____

Prestige Academy Charter School

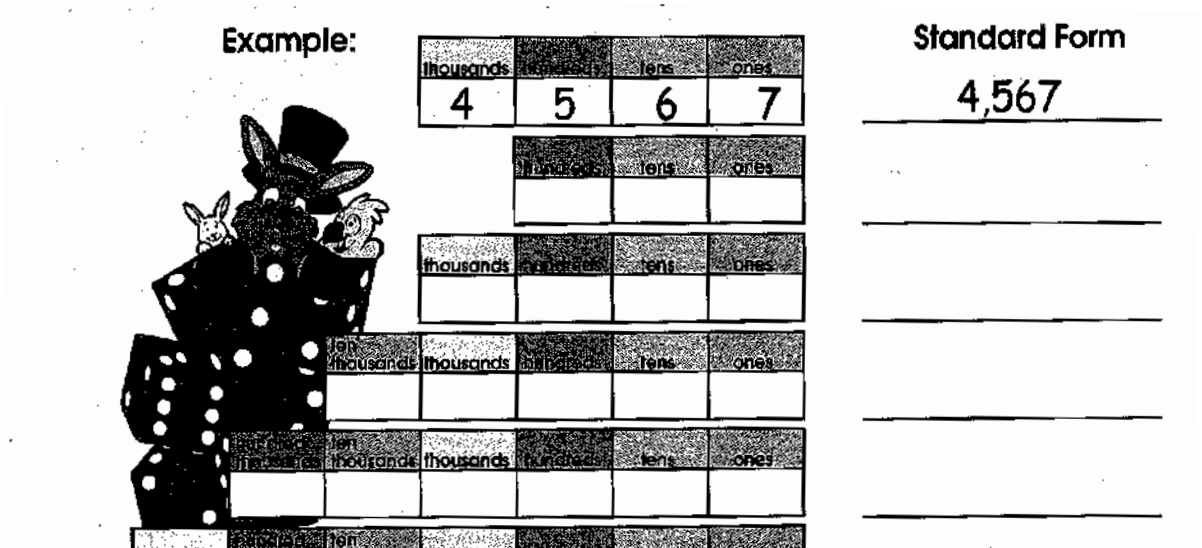
							,				,			
		5	,	0	9	2	,	4	8	1	,	3	7	6

- What digit is in the HUNDREDS place? _____
- What place is the EIGHT in? _____
- What digit is in the THOUSANDS place? _____
- What place is the SEVEN in? _____
- What digit is in the MILLIONS place? _____
- What digit is in the BILLIONS place? _____
- What place is the ZERO in? _____
- What is a **period** separated by? _____

Let's draw what the pattern looks like!!!

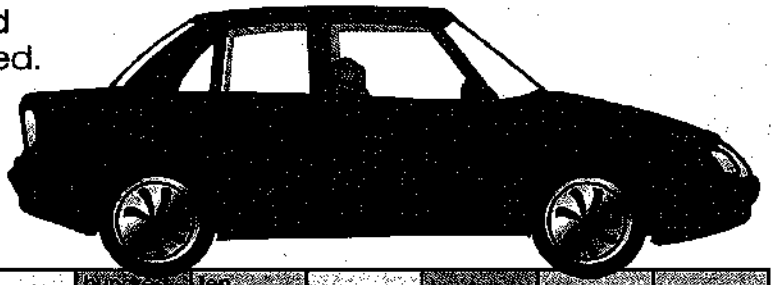
Day 8
Class Activity: Place Value

Directions: Follow along on the overhead as Miss Rosati/Mr. Ambriz spins the spinner. Every digit the arrow lands on will go into the place value box. We will then write the numbers in Standard Form.



Day 8
IP: Place Value

Directions: Write the numbers in the correct boxes to find how far the car has traveled.



one thousand
six hundreds
eight ones
nine ten thousands
four tens
two millions
five hundred thousands

millions	hundreds of thousands	ten thousands	thousands	hundreds	tens	ones

How many miles has the car traveled? _____

Directions: In the number . . .

2,386 _____ is in the ones place.

4,957 _____ is in the hundreds place.

102,432 _____ is in the ten thousands place.

489,753 _____ is in the thousands place.

1,743,998 _____ is in the millions place.

9,301,671 _____ is in the hundred thousands place.

7,521,834 _____ is in the tens place.

Day 8
Place Value: Song Lyrics

The digits, the digits they fit in so tight
Greater to the left and lesser to the right
Starting at the decimal, sandwiched in between
Zeroes hold the empty places, haven't you seen?
The digits, the digits, each one means a lot
You can't leave them out of the place value spot
Reading big numbers, each COMMA's a word
"Thousand, million, billion," COMMA, haven't you heard?

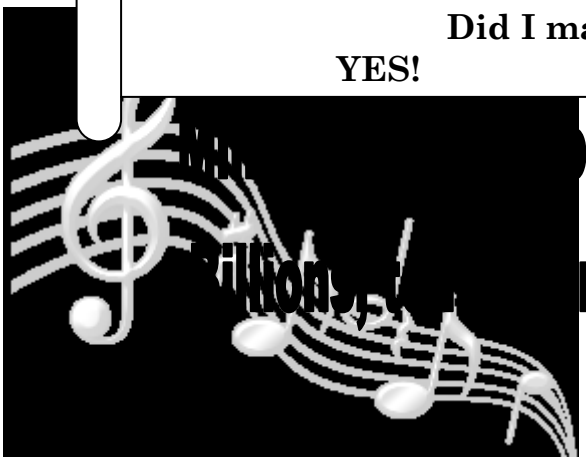
How did I do???

I got _____/15 correct.

I mastered…. 0% 7% 13% 20% 27% 33% 40% 47% 53% 60% 67%
63% 80% 87% 93% 100%

Did I master this assignment?

YES! **ALMOST!** **NOT YET!**



1. **After saving all of his allowance for the year,**

Amir had a total of $1,826. In this number, what place value is the 8 in?

_____

2. **The population of Delaware from the 2010 Census was 897,934. The population of Delaware in the year 2000 was 783,557. How do you write the 2010 population in word form?**

_____

3. **The winning lottery ticket last night was for three hundred nine million, four hundred eighty thousand, seventy-two dollars.**
   a. **How do you write this number in standard form?**
      _____
   b. **What is the place value of the four?**
      _____
   c. **What is the place value of the one?**
      _____

Name: _____ **Date:** _____
Subject: _____ **Homeroom:** _____

Day 8
Homework: Place Value

Directions: Write the place value of the underlined digit

a. 234,<u>5</u>67 - _____

b. 3<u>4</u>5,765 - _____

c. 12,04<u>2</u> - _____

d. 1<u>0</u>0,456 - _____

e. 4,1<u>2</u>0 - _____

f. <u>3</u>4,765 - _____

g. 31,<u>6</u>55 - _____

h. <u>2</u>30,200 - _____

i. 36<u>5</u> - _____

j. 31,<u>5</u>54 - _____

k. <u>6</u>23,007 - _____

l. 8,<u>7</u>00 - _____

m. <u>5</u>32,197 - _____

n. 3,72<u>2</u> - _____

o. 4<u>0</u>,297 - _____

p. 3<u>5</u>4,123 - _____

Parent Signature

Name: _____ **Date: _____**
Subject: _____ **Homeroom: _____**

Day 8
Exit Ticket: Place Value

Underline the digit in the given place value.

1. 4,927 (Tens) ***2. 38,910 (Thousands)*** ***3. 163,028 (Hundreds)***

Name the place value of the underlined digit

4. 8,219 ***5. 371,402*** ***6. 189,453,012***

_____ _____ _____

Name: _____ **Date: _____**
Subject: _____ **Homeroom: _____**

Day 8
Exit Ticket: Place Value

Underline the digit in the given place value.

1. 4,927 (Tens) ***2. 38,910 (Thousands)*** ***3. 163,028 (Hundreds)***

Name the place value of the underlined digit

4. 8,219 ***5. 371,402*** ***6. 189,453,012***

_____ _____ _____

Hundred Billions	Ten Billions	Billions	Hundred Millions	Ten Millions	Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	.	Tenths	Hundredths	Thousandths

Prestige Academy Charter School

Unit Title: Understanding Fractions **Grade Level(s): 5**

Subject/Topic Areas: Introduction to Fractions

Key Vocabulary: Fractions

Designed By: Jessica Rosati **Time Frame: 2 weeks**
Date:

SUMMARY OF PURPOSE: In this 5th grade fractions unit, students will be introduced to the meaning of a fraction and where they are utilized in everyday life. Students will be able to read and write fractions, compare and order fractions, create equivalent fractions, and use fractions in word problems, and add and subtract fractions with like denominators. As a final project, students will bring in a favorite recipe from home, then create equivalent fractions to make it enough for the 20 students in the classroom. We will print out the recipes and create a class cookbook for everyone to take home.

Stage 1: Desired Results

Common Core/ Delaware Standards

Primary: Understanding Fractions (5.NSO-F.8)

- Identify fractions as parts of a whole
- Represent fractions as parts of a whole pictorially
- Represent fractions as parts of a whole using word problems

Secondary: Fraction Work (5.NSO-C.18)

- Add fractions with like denominators
- Subtract fractions with like denominators
- Determine if two fractions are equivalent

Key Concepts/Big Ideas

Introduction to Fractions

Enduring Understandings

Students will understand that…

Fractions are part of a whole
A numerator lists the number of the whole that you are dealing with, a denominator lists the complete number of the set
Equivalent and simplified fractions have the same value, but just written differently
Fractions are used in the real world in recipes, weights, and in statistics.

Essential Questions

- What is a fraction and where is it used?
- How do you compute equivalent fractions?

- How can we add and subtract fractions with the same denominator?

Real World Context

- Opportunities for students to make real-life connections by showing fractions in recipes, in weights, speeds, time, and statistics.

Learning Targets/Goals

Students will know…

- The definition of a fraction and what each part of it stands for
- How to express fractions in drawings and shading
- How to create an equivalent fraction by multiplying both the numerator and denominator by the same number

Students will be able to… (21^{st} century skills)

- Name a fraction and the parts of a fraction
- Draw a picture representing a fraction
- Create at least three equivalent fractions for a simplified fraction
- Add and subtract fractions with common denominators

Stage 2: Evidence of Student Achievement

Transfer Task

Performance Task

Students will bring in a favorite recipe from home. Each student will then take his recipe and create equivalent fractions so it is enough for twenty students. For example, if the recipe for ten cookies calls for ½ cup of margarine, then the student would calculate that for twenty students, the recipe would need one whole cup.

Students will rewrite the recipe using a laptop to incorporate typing and technology into the lesson. The recipes will then be printed out and made into a book for each scholar to take home to use.

Rubrics for Transfer Tasks

Performance Task

	4	3	2	1
Correct Calculations for equivalent fractions	All calculations are completed correctly and all equivalent fractions are accurate.	The correct method was employed to find equivalent fractions, but some calculations were done incorrectly.	Most of the calculations were done incorrectly.	Neither the method nor final equivalent fraction calculations were answered correctly.
Recipe completed in a neat way	The recipe is in a neat concise way, with ingredients listed at the top and the steps listed at the bottom.	Several errors were made while typing, or the format is incorrect for the recipe.	The recipe is incomplete, and student did not write steps/ingredients correctly.	No ingredients or steps are typed, and the recipe is unfinished.

Formative Assessments:(e.g., tests, quizzes, prompts, work samples, observations)
All copies can be found in Appendix A.

Summative Assessments:

Comprehensive exams
Aligned to standards

Student Self-Assessment and Reflection

Pairs Communication Activity

Directions:

Each scholar will receive a manipulative set of fraction pieces up to 1/12 pieces. He will play around with the fraction pieces and attempt to create equivalent fractions to write on packet. Scholars will be told to take pieces and place them on top other larger pieces in order to find equal fractions. Two "half" pieces will stack up to be one whole, etc.

Reflection:

1. What did you notice about the smaller fraction pieces compared to the larger fraction pieces?
2. What can you tell about fraction pieces that equal one whole?

- BE SURE TO INCLUDE A COLLABORATIVE LEARNING ACTIVITY

Instructional Resources

Fraction manipulative

Differentiation

Scholars are able to work in partners if in the low group. Higher level scholars can begin adding fraction pieces together to find sums.

Enrichment

A foldable equivalent fraction can be created by cutting strips of stapled paper to create on whole, two halves, four fourths, and eight eighths.

Stage 3: Learning Plan

Key learning tasks needed to achieve unit goals

- **Understand how to read and express fractions**
- **Add and subtract fractions with like denominators; only add or subtract numerators**
- **Equivalent fractions**

The acronym WHERETO summarizes key elements to consider when designing an effective and engaging learning plan.

W – Help the students know Where the unit is going and What is expected? Help the teachers know Where the students are coming from (prior knowledge, interests)
H – Hook all students and Hold their interest?
E – Equip students, help them Experience the key ideas and Explore the issues?
R – Provide opportunities to Rethink and Revise their understandings and work?
E – Allow students to Evaluate their work and its implications?
T – Be Tailored (personalized) to the different needs, interests, and abilities of learners?
O – Be Organized to maximize initial and sustained engagement as well as effective learning?

Lesson 1

General Topics Understanding how to read and write fractions
Key Vocabulary: Numerator, denominator, fraction

1. Instruct scholars that a fraction is a part of a whole.
2. Discuss where we may have seen fractions before in the real world.
3. Show world problem about slices of pizza.

Check for Understanding: Exit Slip

Lesson 2

General Topics Equivalent Fractions
Key Vocabulary: Equivalent

1. Allow scholars to play around with fraction piece manipulative set. Each student must complete a sheet to write down as many equivalent fractions as they can.
2. Explain that equivalent fractions are created by following a simple rule: whatever you do to the numerator, you must also do the same to the denominator.

Check for Understanding: Exit Slip

Lesson 3

General Topics Adding and Subtracting Fractions
Key Vocabulary:

1. Show Fractions Powerpoint to engage review prior material already covered.
2. Allow scholars to make guesses on how to add or subtract fractions with like denominators.
3. Show that if the denominator is the same you do NOT add it; simply add the numerator. Display with fraction pieces on the ELMO that ½ + ½ = one whole

Check for Understanding: Exit Slip

Prestige Academy Charter School

Name _____ Date _____

Subject _____ Homeroom

_____

Day 23: Fraction Fridays! Equivalent Fractions

DO NOW: Factors Review (Make sure you read what the question is asking for!)

1. Find all of the factors of **24**	2. Find the common factors of **15** and **20**
3. Find the GCF of **6** and **18**	4. Find the GCF of **8** and **20**
5. Find the prime factorization of **32**	6. Find the prime factorization of **40**

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Day 23: Equivalent Fractions

Take 4 minutes to answer the following questions to the best of your ability!

Answer *True* or *False* after each set of sentences.

1. My glass is half empty. That is the same as half full. _____

2. I ate three-fourths of a pizza; now there are only ten pieces left. _____

3. The principal has read 23 pages of our class book.
If this is half the book, then the book contains 40 pages. _____

4. One hundred bricks were delivered to a building site. One-fourth of them were the wrong color, so 25 bricks were returned to the factory. _____

5. When David was two years old he was half his present height. He is now 48 inches tall. At two years old he was 24 inches tall. _____

6. We had five inches of rain. The weatherman told us to expect double this, so we expect to get 12 inches of rain. _____

7. My lawnmower holds four gallons of gas. If the tank is half full, then I know there are two gallons still in the tank. _____

8. The hands on the clock say half past three. In another half hour I know it will be half past four. _____

9. I ate half of the chocolate bar. Now my sister can share it with her friend. They will have one-fourth each. _____

10. If I ate five pieces of cake and the cake was originally cut into five pieces, then I have eaten the whole cake. _____

11. The temperature of the water was 40°F but our teacher said it should be double this. I will now heat the water to 90°F. _____

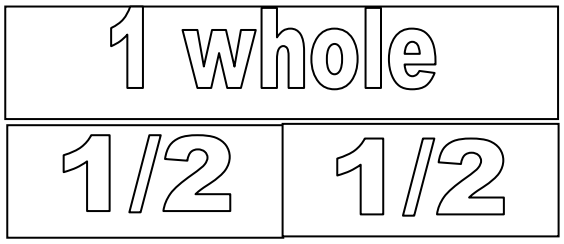
12. We have traveled 15 miles already. This is halfway, so we have another 20 miles to go. _____

Day 23: Fraction Fridays! Equivalent Fractions

Class Notes/Activity: Equivalent Fractions

Directions: Mr. Ambriz/Miss Rosati will pass out a baggie with fraction pieces. Your job is to experiment with the pieces and find as many equivalent fractions to write in the spaces below as you can. You will have 8 minutes to do this on soft voices.

Example:



Therefore, you know that two ½ pieces = 1 whole piece

1 whole	Two ½ pieces,
1/2	
1/4	
1/5	
1/3	
2/3	

_____ have the same value, even though they may look different.

These fractions are really the same:

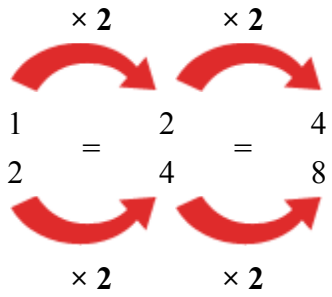
$$\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$$

Why are they the same? Because when you multiply or divide **both** the top and bottom by the same number, the fraction keeps it's value.

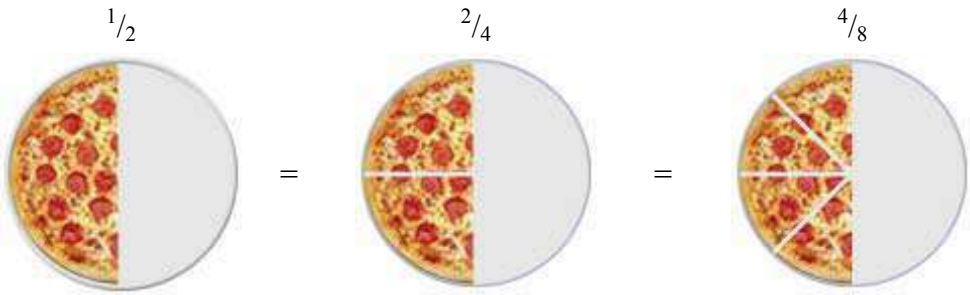
The rule to remember is:

What you do to the top of the fraction you must also do to the bottom of the fraction !

So, here is why those fractions are really the same:



And visually it looks like this:



Name Date

FRACTION STRIPS UP TO TWELTHS

1 WHOLE

$\frac{1}{2}$	$\frac{1}{2}$

$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$

$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$

$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$

$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$

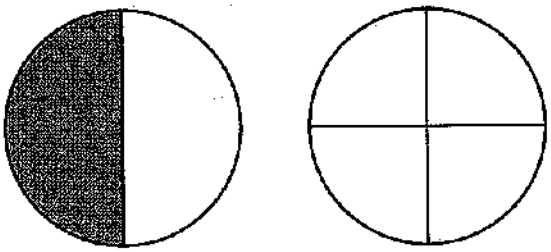
Pizza Story

Lisa and Zeb were talking about what they had for dinner last night. Lisa said, "Zeb, last night my family bought a large pizza and I ate ¼ of the pizza," Zeb replied, "I can eat more pizza than you. Tuesday night my mom bought a large pizza and I ate 2/8 of the pizza." Niko said, "Zeb, you didn't eat more than Lisa. You ate the same amount."

Who is correct, Zeb or Niko?

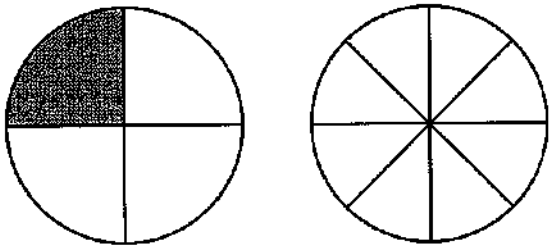
1. Equivalent means equal or the same. Shade the shapes to show that the fractions are equivalent.

a.



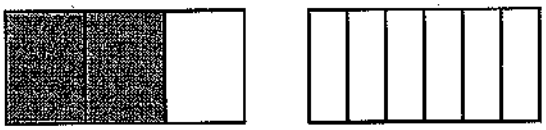
$\frac{1}{2}$ is the same as $\frac{\square}{4}$

b.



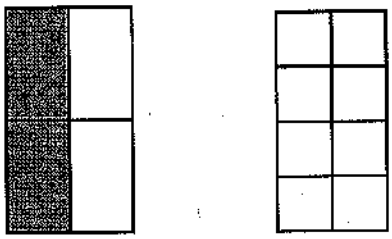
$\frac{1}{4}$ is the same as $\frac{\square}{8}$

c.



$\frac{2}{3}$ is the same as $\frac{\square}{6}$

d.



$\frac{2}{4}$ is the same as $\frac{\square}{8}$

2. Equivalent fractions are equal fractions. To keep them balanced, what happens to the top (numerator) must also happen to the bottom (denominator).

a. $\frac{1}{2}$ double top / double bottom $= \frac{2}{4} = \frac{\square}{8} = \frac{\square}{16}$

b. $\frac{2}{5}$ times top by 3 / times bottom by 3 $= \frac{6}{15} = \frac{\square}{45}$

c. $\frac{1}{3}$ double top / double bottom $= \frac{2}{6} = \frac{\square}{12} = \frac{\square}{24}$

d. $\frac{2}{4}$ times top by 3 / times bottom by 3 $= \frac{\square}{12} = \frac{\square}{36}$

e. $\frac{1}{3}$ double top / double bottom $= \frac{2}{8} = \frac{\square}{16} = \frac{\square}{32}$

f. $\frac{3}{10}$ times top by 3 / times bottom by 3 $= \frac{\square}{30} = \frac{\square}{90}$

3. True or false?

a. $\frac{1}{2}$ is the same as $\frac{1}{8}$ _____

b. $\frac{2}{3}$ is the same as $\frac{4}{6}$ _____

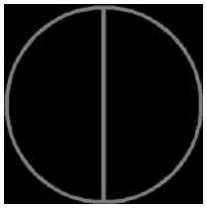
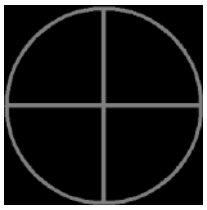
c. $\frac{4}{10}$ is the same as $\frac{8}{20}$ _____

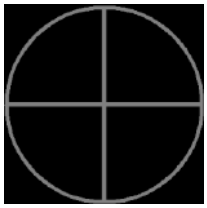
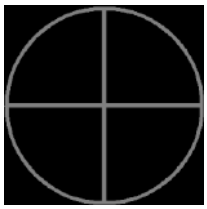
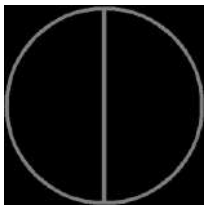
d. $\frac{8}{10}$ is the same as $\frac{80}{100}$ _____

Day 23: Class Work Equivalent Fractions: shade in a section, then write the fraction.

Name _____ Date _____

Subject _____ Homeroom _____

	Write	Say
	___	
	___	
	___	
	___	
	___	

	Write	Say
	___	
	___	
	___	
	___	
	___	

Day 23: Exit Slip Equivalent Fractions

Name _____ Date _____

Subject _____ Homeroom _____

1. Write two equivalent fractions for the fraction **1/2.**

2. Write two equivalent fractions for the fraction **1/3.**

3. Write two equivalent fractions for the fraction **1/4**.

4. Write one equivalent fraction for **one whole.**

5. Shade in the following boxes to make two equivalent fractions for 1/2. (They need to both have a different number of boxes)

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Day
Nam
Subj

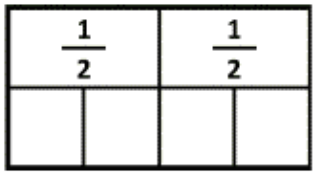
My score _____ / 5

Mastery Not Yet

Use t

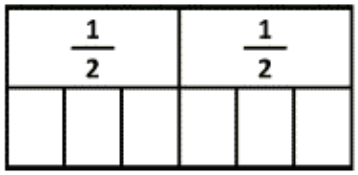
Put the correct fraction into the box and fill in the answers below.

1)



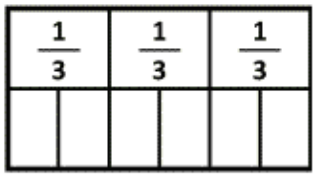
$\frac{1}{2} = \frac{\quad}{4}$

2)



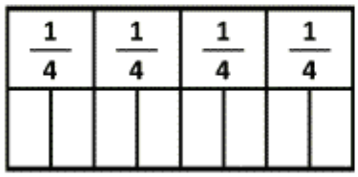
$\frac{1}{2} = \frac{\quad}{6}$

3)



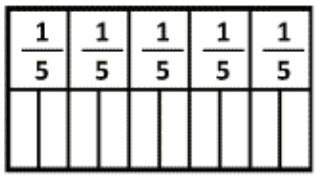
$\frac{1}{3} = \frac{\quad}{6}$

4)



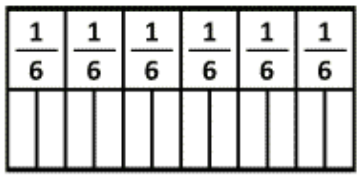
$\frac{1}{4} = \frac{\quad}{8}$

5)



$\frac{1}{5} = \frac{\quad}{10}$

6)



$\frac{1}{6} = \frac{\quad}{12}$

Now use the fraction walls to answer these questions.

7) $\frac{2}{2} = \frac{\quad}{4}$ 8) $\frac{3}{4} = \frac{\quad}{8}$ 9) $\frac{2}{3} = \frac{\quad}{6}$ 10) $\frac{2}{5} = \frac{\quad}{10}$

11) $\frac{3}{3} = \frac{\quad}{6}$ 12) $\frac{4}{6} = \frac{\quad}{12}$ 13) $\frac{4}{5} = \frac{\quad}{10}$ 14) $\frac{5}{6} = \frac{\quad}{12}$

Parent Signature

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Unit Title: Multiplication **Grade Level(s): 5**

Subject/Topic Areas: Math; Multiplication of 1-digit and 2-digit numbers

Key Vocabulary: Product

Designed By: Jessica Rosati **Time Frame: 1 week**
Date: 10/10 – 10/14

SUMMARY OF PURPOSE: This 5th grade math unit will cover various methods to multiply one-digit and two-digit numbers. It also covers how to decipher if multiplication will be appropriately used in a word problem.

Stage 1: Desired Results

Common Core/ Delaware Standards

Primary: Multiply and Divide Whole Numbers

- Understand basic multiplication problems
- Understand the vocabulary clue: product
- Solve simple story problems without extraneous information and involving multiplication

Secondary:

-
-
-
-
-

Key Concepts/Big Ideas

Multiplication as 1-digits, 2-digits, and 3-digits

Enduring Understandings

Students will understand that… multiplication is a way to represent repeated addition, two-digit multiplication needs a place holder, there are various methods to calculate large digit multiplication; including the traditional method, the lattice method, and the distributive method.

Essential Questions

- How do you multiply large numbers together?
- What are the steps to multiply the traditional, lattice, and distributive method?
-

Real World Context
• Multiplying large numbers appears in real life consistently.
Learning Targets/Goals
Students will know… • How to successfully multiply 2-digit by 2-digit numbers • Three different techniques to multiply large numbers. *Students will be able to…* (21st century skills) • Decipher when to use multiplication in a word problem • Multiply 2-digit by 2-digit problems •

Stage 2: Evidence of Student Achievement

Transfer Task

Performance Task

An array is a visual representation of a multiplication problem. Because many boys learn best with visual stimulation in combination with auditory and kinesthetic input, arrays are terrific projects for children to grasp multiplication concepts. Arrays can be built with blocks or chips. For example, 2 x 3 = 6 would be represented by two blocks each in three rows.

You will receive a bag of "poker chip" pieces. With these pieces, we will create arrays to represent multiplication problems. An array is a picture representation of a rectangular multiplication problem. For instance, to show the fact 6 x 7, you would place six tiles going horizontally, seven tiles vertically, then fill in the array in the middle. If you were to count all of the pieces, you would find the product of 6 x7 which equals 42. Using arrays to teach multiplication the educational standard similar to the concept of repeated addition. By arranging multiplication arrays using groups, a student can understand what multiplication is: number of items in a number of groups. Multiplication arrays can help students visualize the math facts more easily.

Use a piece of paper to answer the questions below about your making arrays activity.

1. Describe how the items are arranged in an array. What counting pattern is shown by your array? How can this pattern be used to find the total number of items in your array?
2. What is the total number of items in your array? Show how you can use addition to find out. Show how you can use multiplication to find out.
3. Write a multiplication sentence to go with your array. Describe how the columns and rows are used to find the parts of a multiplication sentence.
4. What type of problem can be solved using an array? Write a problem that could be solved using the array you made.
5. Write the fact family shown by the array you made. Explain how the facts are related.

Rubrics for Transfer Tasks

Performance Task

	4	3	2	1
Representation of multiplication facts as an array	Demonstrates adequate understanding of multiplication by using skip counting, repeated addition and/or	Demonstrates partial understanding of multiplication by using one of the strategies or solutions contain minor	Demonstrates less than adequate understanding of multiplication using arrays. More than half of the answers required are	Demonstrates inadequate understanding of multiplication by adding the two numbers instead of recognizing equal

	arrays to correctly answer the multiplication problems.	errors. For example, may omit a row in the array or skip count incorrectly (4, 8, 11, 15, 19).	either incomplete or inaccurate.	groups. Major flaws contained in arrays and sequence of numbers representing skip counting.

Formative Assessments:(e.g., tests, quizzes, prompts, work samples, observations)
All copies can be found in Appendix A.

Summative Assessments:
Comprehensive exams
Aligned to standards

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Student Self-Assessment and Reflection

Pairs Communication Activity

Directions: Reflect as a think-pair-share activity.

Reflection: Reflect on these two questions first individually, then express with your partner, and finally share a few answers out loud with the class.

1. What is an array and how does it represent a multiplication problem?
2. What were difficulties that I encountered during this activity?

- BE SURE TO INCLUDE A COLLABORATIVE LEARNING ACTIVITY

Instructional Resources

Day 19

Class Notes: Multiplication

Class Notes: Multiplication

Multiplication Operation
KEY WORDS:

Can I **multiply** numbers **in any order** like I can add numbers in any order?

_____!

The _____ _____works with multiplication too and says that you can multiply numbers in any order.

Example: $6 \times 2 = 2 \times 6$

$23 \bullet 16 = 16 \bullet 23$

$4 * 10 = 10 * 4$

Key Word Vocabulary:

"double" means _____

"triple" means _____

"quadruple" means _____

We will do a few together as a class, then complete the rest independently! Write the product where a number column and row meet.

x	0	1	2	3	4	5	6	7	8	9	10	11	12
0						0							
1													
2				6					16				
3	0												
4							24						
5												55	
6													
7					28						70		
8		8											96
9										81			
10						50							
11	0												
12				36									

Differentiation

Enrichment

Students who need more individualized help with begin with smaller multiplication problems, such as using the identity property of any number multiplied by one.

Higher level scholars will utilized the commutative property and create arrays both horizontally and vertically to see that they both equal the same product.

Stage 3: Learning Plan

Key learning tasks needed to achieve unit goals

- **Creating Arrays to represent multiplication facts**
- **Think-Pair-Share Communication Reflection Activity**

The acronym WHERETO summarizes key elements to consider when designing an effective and engaging learning plan.

W – Help the students know Where the unit is going and What is expected? Help the teachers know Where the students are coming from (prior knowledge, interests)
H – Hook all students and Hold their interest?
E – Equip students, help them Experience the key ideas and Explore the issues?
R – Provide opportunities to Rethink and Revise their understandings and work?
E – Allow students to Evaluate their work and its implications?
T – Be Tailored (personalized) to the different needs, interests, and abilities of learners?
O – Be Organized to maximize initial and sustained engagement as well as effective learning?

Lesson 1

General Topics : Multiplication Facts
Key Vocabulary: Product, Factor

1. Fill out 100 multiplication chart whole group
2. Create arrays independently to represent different multiplication facts up to 12

Check for Understanding: "Mad Minute" Timed Test for Multiplication Facts

Lesson 2

General Topics: Multiplying 2-Digit by 2-Digit Problems
Key Vocabulary:

1. Use Powerpoint (Multiplication by 2-digit) to generate interest and use technology in the classroom. Scholars follow along with printed out slides and are able to see step-by-step how to figure out traditional method multiplication.

Check for Understanding:

Lesson 3

General Topics Lattice Multiplication
Key Vocabulary: Lattice, Horizontal, Vertical

Students will receive one dry erase marker and one tissue and one dry erase board. Procedure and specific guidelines are explicitly stated for use of the dry erase boards. A problem will be put on the board (39x45) and the traditional method will be used to solve it.
Remind scholars of the zero place holder. The first thing you do on the e second line Is put a zero. Teacher explains that the place holder literally allows us to multiply each digit by the tens place; otherwise it would be like multiplying a number in the ones place. Two more additional problems are given and scholars solve independently (hold up board to check answers). The second technique of lattice is reviewed. Scholars draw a lattice box on their dry erase board and fill in the numbers; practice 3 digit and 2 digit multiplication. The same pattern follows with 2-3 division problems completed. Finally, distribute method is covered. Scholars are taught that to begin distributive , break the numbers down into expanded form first. Then follow the FOIL method (first, outside, inside, last) then add all of the products together.

28 x 14
(20 + 8) x (10 + 4)
FIRST = 20 x 10
OUTSIDE = 20 x 4
INSIDE = 8 x 10
LAST = 8 x 4
200 + 80 + 80 + 32

Guided Practice: Several problems are practiced with scholars. Teacher completes problems using Distributive Property on the ELMO, scholars follow steps and write them on personal dry erase board. Examples of all 3 methods; Traditional, Lattice and Distributive.

Check for Understanding: Give 3 multiplication problems that were given on the Interim Assessment #1:

Reassessment done as an exit slip the same day: 3 questions from the IA.

1. 79 x 14 =
2. Mr. Ambriz owns a tree farm. There are 104 rows of pine trees on his farm. Mr. Ambriz plants 35 pine trees in each row. How many total pine trees are on Mr.Ambriz' farm.

476 x 26 =

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Name_____ Date_____

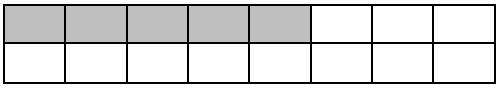
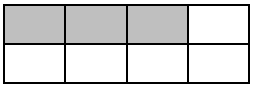
Prestige Academy 2010-2011 Homeroom:_____

Day 20

Do Now: Multiplying Word Problems

bjective: SWBAT solve WPs by multiplying 2- by 2- digit numbers

Let's review some fraction work! Fill in the missing blanks.

Fraction	**Description**	**Drawing**
$\frac{5}{16}$	There are 16 cats at a pet store. 5 of them were striped. What fraction of the cats are striped?	
	A cake is cut into 20 slices. 9 slices are left over. What fraction of the slices are left over?	
$\frac{3}{4}$		
	A candy bar is split into 9 pieces. Jermaze eats four pieces. What fraction of the bar did he eat?	
$\frac{1}{2}$		
		

Class Notes: 2-Digit Multiplication

Yesterday, we went over 1-digit multiplication. Today we are learning 2-digit by 2-digit! It is very important to line up the place values.

We ADD to combine the two <u>partial product</u> into a final answer, the same as if it was two separate problems like on the last page!

		2	4
	X	1	6
+			0

We stick an "invisible zero" here since we are multiplying by the tens column. If I forget it, it's like I am multiplying by 1

Let's try another example together:

		3	5
	X	2	7
+			0

<u>Try these on your own.</u>

1.

		1	3
	X	1	1
+			0

2.

		1	6
	X	3	2
+			0

When I sign, you can MOVE ON!

Day 2[illegible] CLASS WO[illegible]

Multiplying BIG Numbers

Part 2

EASY PEASY

1.

		1	4
	X	1	2
+			0

2.

		2	5
	X	4	1
+			0

3.

		3	2
	X	5	2
+			0

SLIGHTLY HARDER

4.

		6	3
	X	2	4
			0

5.

		7	4
	X	5	1
			0

6.

		9	1
	X	5	8
			0

NEARLY IMPOSSIBLE (but I know you can do them!)

7.

		4	6
	X	2	9

8.

		9	1
	X	3	8

9.

		7	4
	X	7	4

Done? It's time for some CHALLENGE WORK!

Example: I was cleaning under my couch cushions the other day. I found 18 quarters. How much money did I find total?

Step 1 Box Numbers

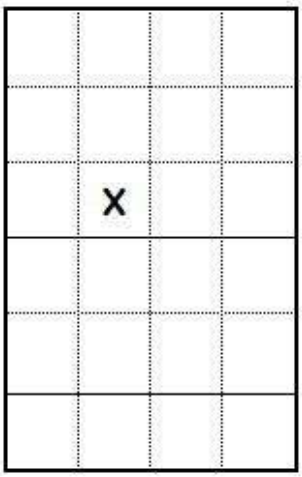
Step 2 Find the Operation Key Words: _____

Step 3 Underline (and understand) the Question

Step 4 See the Situation

Step 5 Translate to a Number Problem: _____

Step 6 Solve



Final Answer _____

_____

_____

Day 20 INDEPENDENT CLASS WORK
Multiplying BIG Numbers WPs

Directions: Complete every step of BKUSTS to solve each word problem. If you finish early, move on to the CHALLENGE work. GOOD LUCK!

1) My CD collection contains 68 different CDs. Each CD has 13 songs. How many songs do I own total?

Step 1 Box Numbers

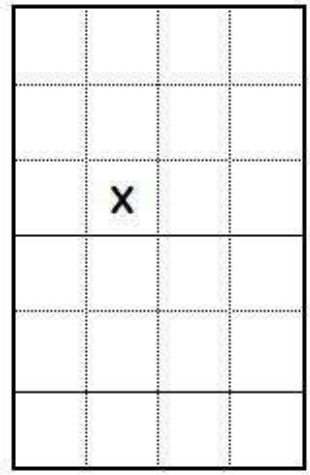
Step 2 Find the Operation Key Words: _____

Step 3 Underline (and understand) the Question

Step 4 See the Situation

Step 5 Translate to a Number Problem: _____

Step 6 Solve



Final Answer _____

_____

_____

2) A lawyer charges $75 per hour. If she works 32 hours this week, how much money will she make?

Step 1 Box Numbers

Step 2 Find the Operation Key Words: _____

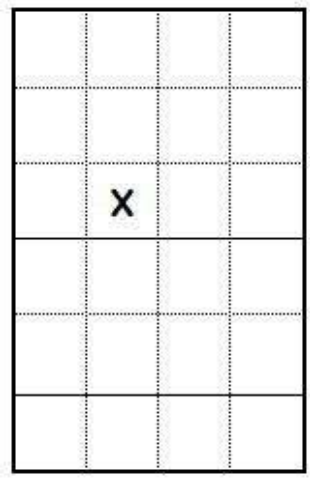
Step 3 Underline (and understand) the Question

_____

Step 4 See the Situation

Step 5 Translate to a Number Problem: _____

Step 6 Solve



Final Answer _____

_____

_____

3: For a bake sale, Brian and his mother made 48 cakes. Each cake required 15 tablespoons of sugar. How many table spoons of sugar did they use all together?

Step 1 Box Numbers

Step 2 Find the Operation Key Words: _____

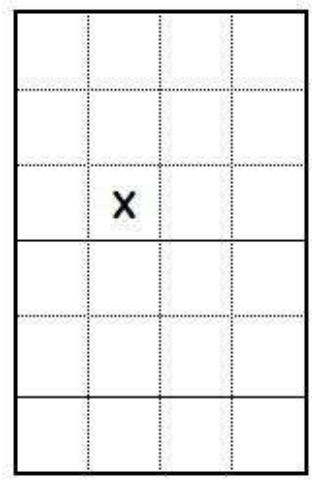
Step 3 Underline (and understand) the Question

_____

Step 4 See the Situation

Step 5 Translate to a Number Problem: _____

Step 6 Solve



Final Answer _____

_____

_____

4) A shoe store charges $97 for a pair Air Jordans. Yesterday, they sold 42 pairs. How much money did they make off of Air Jordans?

Step 1 Box Numbers

Step 2 Find the Operation Key Words: _____

Step 3 Underline (and understand) the Question

_____

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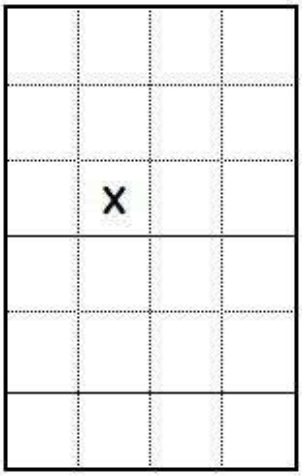
Step 4 See the Situation

Step 5 Translate to a Number Problem: _____

Step 6 Solve



Final Answer _____

Day 20 CHALLENGE WORK

Multiplication Rhymes

Rhymes can help you remember your multiplication facts.

7 and 7 are doing fine.
7 times 7 is forty-nine.

8 and 4 were sad and blue.
8 times 4 is thirty-two.

Write your own rhyme to help you remember each of the multiplication facts below.

6 x 4

_____

Prestige Academy Charter School

Name_____ Date_____

Subject:_____ Homeroom:_____

Day 20: 2 Digit Multiplication
Exit Slip:

Directions: Solve each multiplication problem using the traditional method. Show all your work.

Remember to draw a box around your FINAL answer.

1.

		3	5
	X	1	8

2.

		7	2
	X	4	6

There are 86 scholars in the 5th grade. Each scholar completed 27 assignments in math class so far. How many math assignments has the 5th grade completed?

Step 1 Box Numbers

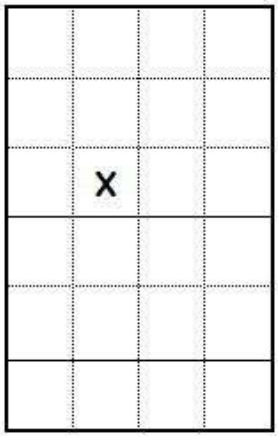
Step 2 Find the Operation Key Words: _____

Step 3 Underline (and understand) the Question

Step 4 See the Situation

Step 5 Translate to a Number Problem: _____

Step 6 Solve



Final Answer _____

_____

_____

TRACKING (Miss Rosati or Mr. Ambriz writes here)!!			
Objective	# Correct	% Mastered	Mastered?
SWBAT multiply two- by two-digit numbers	_____/2	_____%	Y NY

Prestige Academy Charter School

Name_____ Date_____

Prestige Academy 2010-2011 Homeroom:_____

Day 20 HOMEWORK

Parent Signature

1.

		2	4
	X	2	3
+			0

2.

		1	5
	X	2	1
+			0

3.

		4	3
	X	8	2
+			0

4.

		5	3
	X	1	4
			0

5.

		8	4
	X	5	2
			0

6.

		3	1
	X	6	8
			0

7.

		4	5
	X	1	9

8.

		7	3
	X	3	6

9.

		9	9
	X	9	9

Prestige Academy Charter School

WP Attack: Multiplication

Solomon was shopping for a party. Acme had a sale on cupcakes. He bought 4 boxes of cupcakes. Each box contained 12 cupcakes. How many cupcakes does Solomon have total?

STEP 1: Box numbers.

STEP 2: Find **math operation** Key Words: _____

STEP 3: Underline the question.

STEP 4: Picture the Situation:

STEP 5: Translate into a number problem:

STEP 6: Solve:

Answer:

On Monday, Keyon completed all 9 math problems on his homework. Each problem took him 6 minutes. How much time did he spend on his math homework?

STEP 1: Box numbers.

STEP 2: Find **math operation** Key Words: _____

STEP 3: Underline the question.

STEP 4: Picture the Situation:

STEP 5: Translate into a number problem:

STEP 6: Solve:

Answer:

IP Word Problem Work: Multiplication

1. There are 8 flowers in a bouquet. How many flowers are there in 3 bouquets?

STEP 1: Box numbers.

STEP 2: Find **math operation** Key Words:

STEP 3: Underline the question.

STEP 4: Picture the Situation:

STEP 5: Translate into a number problem:

STEP 6: Solve:

Answer:

2. There are 10 boys on the bus. If there are double as many girls on the bus than boys, how many girls are there in the bus?

STEP 1: Box numbers.

STEP 2: Find **math operation** Key Words:

STEP 3: Underline the question.

STEP 4: Picture the Situation:

STEP 5: Translate into a number problem:

STEP 6: Solve:

Answer:

Prestige Academy Charter School

Name: _____ **Date:** _____
Subject: _____ **Homeroom:** _____

Day 19
Homework: Multiplication

Parent Signature

1	8 × 2 = 16	3	4	2	7	9	8	6	5	3	2	0		
7	4	7	8	9	3	8	2	6	7	1	8	7	42	3
6	32	5	6	3	5	6	3	4	4	9	6	5	4	4
7	4	0	3	40	6	1	9	24	28	3	48	5	6	4
7	9	63	2	3	7	4	2	5	4	3	6	2	7	16
5	2	6	7	8	9	8	8	64	2	5	8	0	6	5
1	8	5	6	3	18	9	3	2	6	7	5	35	42	8
4	9	5	2	5	6	6	7	6	0	9	3	6	5	4
6	72	4	12	4	7	2	14	7	6	3	4	21	4	5
6	3	4	1	3	4	3	4	6	5	7	1	5	2	20
36	6	3	8	2	2	3	4	5	5	5	2	8	4	1
9	7	6	5	30	1	5	12	1	7	9	25	3	3	9

Can you find 20 multiplication facts in this puzzle? Circle each multiplication fact and its answer. Don't forget to add the x and = signs.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prestige Academy Charter School

Don't forget the back

The janitors were setting up the gym for community meeting. They arranged 9 rows of chairs. Each row contained 8 chairs. How man chairs are in the gym?

STEP 1: Box numbers.

STEP 2: Find **math operation** Key Words:

STEP 3: Underline the question.

STEP 4: Picture the Situation:

STEP 5: Translate into a number problem:

Answer:

STEP 6: Solve:

Name_____ Date_____

Prestige Academy 2010-2011 Homeroom:_____

Day 19

Exit Slip: Multiplication (Remember to show all work.)

1.	2.	3.
34 x15	402 x71	925 x311

4. Mrs. Perry is ordering buses for a field trip. Each bus will seat 26 scholars. If she orders 9 buses, how many scholars will that seat?

STEP 1: Box numbers.

STEP 2: Find **math operation** Key Words: _____

STEP 3: Underline the question.

STEP 4: Picture the Situation:

STEP 5: Translate into a number problem: _____

STEP 6: Solve:

Answer:

PRESTIGE ACADEMY

A COLLEGE PREPARATORY CHARTER SCHOOL
FOR BOYS
WILMINGTON, DELAWARE

GIVING BOYS A REAL CHANCE FOR A REAL FUTURE

October 2, 2011

Education Associate for Charter School Program
Delaware Department of Education
401 Federal Street, Suite 2
Dover, DE 19901

5th Grade Mathematics

Units of Instruction

Overview:

Curriculum development is an important part of what every teacher does, and at Prestige Academy Charter School, we spend a lot of time and energy documenting this work in a consistent and useful format. Prestige Academy Charter School teachers must develop curriculum aligned with the Delaware State Standards and the National Common Core Standards. While State and Common Core learning standards, objectives and skills are not all-encompassing, they must be the starting point for all teacher planning and course curriculum. Prestige Academy Charter School teachers must ensure that every unit addresses Delaware and Common Core standards and that each and every standard receives sufficient attention during the school year.

All curricula is comprised of **clear** and **measurable** standards. Clear and measurable standards are those that clearly define what students should know and are easily assessable. At Prestige Academy Charter School, our teachers and instructional leaders approach curriculum and instruction with urgency and a focus on achievement while making our lessons and day-to-day activities fun and engaging as to create a lifelong love of learning for our scholars.

The following units of study for 5th Grade Mathematics were chosen because they clearly illustrate Prestige Academy Charter School's commitment to rigorous, engaging, standards-based instruction. Furthermore, the units chosen, Number Sense, Understanding Fractions, and Multiplication encompass numerous standards that are heavily assessed on the Delaware Comprehensive Assessment System (DCAS). Some

modifications to these units of study were made to accommodate our all-boys demographic including: more hands-on learning, collaborative partner work, and clearly communicated performance goals.

The following units of instruction reflect our commitment to mathematics, with each 5th grade student receiving 100-130 minutes of math instruction per day.

In closing, please note that our teachers are using a modified version of the Delaware State Model Units for Math. The units we have submitted reflect a deep dive into the most essential skills and standards for our scholars.

Enclosures:

5th Grade Unit 1- Number Sense

5th Grade Unit 2- Understanding Fractions

5th Grade Unit 3- Multiplication

Interim Cycle 1
Teacher: Miss Jesi Rosati
Subject: MATH
Grade: 5

Focus for Week 1: Place Value **Sub-Skills: Read, write, model numbers through billions, understand the difference between < and >**				
Monday, August 29, Day #6	Tuesday, August 30, Day #7	Wednesday, August 31, Day #8	Thursday, September 1, Day #9	Friday, September 2
RE-ORIENTATION: NO ACADEMIC CLASSES **Unit 1 Place Value and Expanded Notation(Add and subtract decimals, Estimate, Place Value, Expanded Notation)**	**RE-ORIENTATION: NO ACADEMIC CLASSES**	**State Standard:** **5.NSO-N.1 PLACE VALUE** **Objectives 1, 2,** **Sub-Skill 1:**	**State Standard** **5.NSO-E.21 PLACE VALUE** **Objectives 3, 4, 5** **Sub-Skill 1:** **Sub-Skill 2:**	**LABOR DAY: NO SCHOOL**
Focus for Week 2: Place Value and Expanded Notation with decimal work **Sub-Skills: Place value, Expanded Notation, Place value of decimals through thousandths, Addition and Subtraction of decimals**				
Monday, September 5	Tuesday, September 6, Day #10	Wednesday, September 7, Day #11	Thursday, September 8, Day #12	Friday, September 9, Day #13
LABOR DAY: NO SCHOOL **Unit 1 Place Value and Expanded Notation(Add and subtract decimals, Estimate, Place Value, Expanded Notation)**	**State Standard** **5.NSO-E.21 PLACE VALUE** **Objectives 3, 4, 5** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **5.NSO-E.21 PLACE VALUE** **(Different Forms)** **Objectives 6, 7, 8** **Sub-Skill 1: 5.NSO-N.2** **EXPANDED NOTATION** **Objectives 1, 2, 4, 5**	**State Standard** **5.NSO-N.1 PLACE VALUE** **Addition and Subtraction of whole numbers**	Review Place Value =Quiz **State Standard** ***Fraction Friday!** **Sub-Skill 1: Objectives 1, 2, 3** **Sub-Skill 2:**
Focus for Week 3: Estimate (all numbers) / Number Theory (concepts) **Sub-Skills: Round numbers, understand terms estimate, determine reasonableness, estimate sum and differences** **Sub- Skills: Define even & odd numbers, define multiples, factors, common factors, square numbers, prime & composite**				
Monday, September 12, Day #14	Tuesday, September 13, Day #15	Wednesday, September 14, Day #16	Thursday, September 15, Day #17	Friday, September 16, Day #18
State Standard **5.NSO-C.14 ADD AND SUBTRACT DECIMALS** **Sub-Skill 1: Objectives 5, 6, 2, 8** **Sub-Skill 2: Objectives 4, 3, 9, 7, 1**	**UNIT 2 Estimation** **State Standard** **5.NSO-N.1 PLACE VALUE** **(Rounding)** **Sub-Skill 1: Objectives 9, 10, 11, 12, 13** **State Standard** **5.NSO-E.23 ESTIMATE** **Sub-Skill 1: Objectives 1, 2, 3, 4, 5, 6** **Sub-Skill 2:**	**State Standard** **5.NSO-E.23 ESTIMATE** **Sub-Skill 1: Objectives 7, 9, 10, 11, 12, 13** **Sub-Skill 2:**	**State Standard** **5.NSO-N.5/N.6 NUMBER THEORY (CONCEPTS)** **(Prime numbers/Sieve)** **Sub-Skill 1: Objectives 1, 7, 8** **Sub-Skill 2:**	QUIZ ESTIMATION & NUMBER THEORY **State Standard** **5.NSO-N.5/N.6 NUMBER THEORY (CONCEPTS)** **(Multiples)** **Sub-Skill 1: Objectives 2, 3** **Sub-Skill 2:**
Focus for Week 4: Multiplying Whole Numbers / Multiplying Decimals / Factorization **Sub-Skills: Ratios, fractions as parts of wholes**				
Monday, September 19, Day #19	Tuesday, September 20, Day #20	Wednesday, September 21, Day #21	Thursday, September 22, Day #22	Friday, September 23, Day #23
Begin Multiplication **State Standard** **5.NSO-C.15 MULTIPLY WHOLE NUMBERS** **Sub-Skill 1: Objectives 11, 12,**	**State Standard** **5.NSO-C.19 MULTIPLY DECIMALS** **Sub-Skill 1: Objectives 9, 10,**	**State Standard** **5.NSO-N.5/N.6 NUMBER THEORY (CONCEPTS)** **(Factors)**	**State Standard** **5.NSO-N.7 NUMBER THEORY (PRIME FACTORIZATION)** **Sub-Skill 1: Objectives 1, 2, 3,**	QUIZ MULTIPLICATION & FACTORS **State Standard** **5.NSO-F.8 UNDERSTANDING FRACTIONS** **Sub-Skill 1: Objectives 4, 5, 6**

13, 9, 10, 15, 15, 16 **Sub-Skill 2: NUMBER THEORY (CONCEPTS) Objective 6 (Define and ID square numbers)**	**11, 12** **Sub-Skill 2:**	**Sub-Skill 1: Objectives 4, 5** **Sub-Skill 2:**	**4** **Sub-Skill 2:**	**Sub-Skill 2:**
Focus for Week 5: Patterns / Wrap-Up **Sub-Skills:**				
Monday, September 26, Day #24	Tuesday, September 27, Day #25	Wednesday, September 28, Day #26	Thursday, September 29, Day #27	Friday, September 30, Day #28
State Standard **5.PRA.1 Patterns (Number Sense)** **Sub-Skill 1:** Geometric Patterns **Sub-Skill 2:** Rules for extending geometric patterns	Review Unit 5= Quiz **State Standard** **5.PRA.1 Patterns (Number Sense)** **Sub-Skill 1:** Symbolic Patterns **Sub-Skill 2:** Arithmetic, Geometric patterns	Review Unit 1-5 Interim Pre-test **State Standard** **Unit 1-5** **Sub-Skill 1: Re-teach place value, multiplication, divisibility, patterns, exponents, fractions** **Sub-Skill 2:**	Begin Unit 6-Dividing Whole Numbers and Decimals **INTERIM #1 MATH**	Start Unit 6, Interim # 2 **State Standard** **5.NSO-C.15 Divide Whole Numbers (Number Sense)** **Sub-Skill 1:** Rules for Multiplying integers **Sub-Skill 2:** Rules for Dividing Integers

Interim Cycle 2

Teacher: Miss Jesi Rosati

Subject: MATH

Grade: 5

Focus for Week 1: Unit 6 Dividing Whole Numbers and Decimals/ Unit 7 Measuring, Identifying and Classifying Lines/Angles/Polygons and 3D **Sub-Skills: Rules for ÷× integers, divide decimals, mean of a data set**				
Monday, October 3, Day #29	Tuesday, October 4, Day #30	Wednesday, October 5, Day #31	Thursday, October 6, Day #32	Friday, October 7, Day #33 ½ Day – one hour block
State Standard **5.NSO-C.16 Dividing Decimals (decimals)** **Sub-Skill 1:** Divide whole numbers **Sub-Skill 2:** Divide decimals	Review Unit 6= Quiz **State Standard** **5.DASP.1 Data and Central Tendency (mean) (Data and Graph)** **Sub-Skill 1:** Mean of a data set **Sub-Skill 2:**	Start Unit 7 **State Standard** **5.G.1 Identify 2-D Shapes (Geometry)** **Sub-Skill 1:** Polygons as closed plane figures (Geometry) **Sub-Skill 2:** Polygons based on sides/angles	**State Standard** **5.G.2 Identifying 3D Shapes (Geometry)** **Sub-Skill 1:** 3D Figures (Geometry) **Sub-Skill 2:** Prisms and Pyramids	**State Standard** **5.G.3 Lines** **Sub-Skill 1:** Line segments,points,planes (Geometry) **Sub-Skill 2:** Rays, Lines
Focus for Week 2: Unit 7 Measuring, Identifying and Classifying Lines/Angles/Polygons and 3D Shapes/ Unit 8 **Sub-Skills: Line/rotation Symmetry, Angles, Lines, Triangles, Quadrilaterals, Congruent, Segments, Polygons, Prisms, Pyramids**				
Monday, October 10, Day #34	Tuesday, October 11, Day #35	Wednesday, October 12, Day #36	Thursday, October 13, Day #37	Friday, October 14, Day #38
State Standard **5.M.7 Measure and Classify Angles (Geometry)** **Sub-Skill 1:** Obtuse, acute, right angles **Sub-Skill 2:** Classify Triangles	**State Standard** **5.G.4 Symmetry (Geometry)** **Sub-Skill 1:** Line Symmetry **Sub-Skill 2:** Rotational Symmetry	Review Unit 7=Quiz **State Standard** **5.G.4 Symmetry (Geometry)** **Sub-Skill 1:** Line Symmetry **Sub-Skill 2:** Rotational Symmetry	Begin Unit 8 **State Standard** **5.G.5 Congruency (geometry)** **Sub-Skill 1:** Define Congruent **Sub-Skill 2:** Congruent based on sides/angles	**State Standard** **5.G.6 Transformations** **Sub-Skill 1:** Identify Translation of a 2D **Sub-Skill 2:** Perform translation
Focus for Week 3: Unit 8 Symmetry/ Congruency/ Transformations				

Sub-Skills: Line Symmetry, Rotational Symmetry, Congruent, Translation, Rotation, Reflection				
Monday, October 17, Day #39	Tuesday, October 18, Day #40	Wednesday, October 19, Day #41	Thursday, October 20, Day #42	Friday, October 21, Day #43 ½ Day – one hour block
State Standard **5.G.6 Transformations (Geometry)** **Sub-Skill 1:** Identify Rotation **Sub-Skill 2:** Perform Rotation	Review Unit 8=Quiz **State Standard** **5.G.6 Transformations (Geometry)** **Sub-Skill 1:** Identify Reflections **Sub-Skill 2:** Perform Reflections	Begin Unit 9 **State Standard** **5.M.1 Area and Perimeter (Measurement)** **Sub-Skill 1:** Perimeter around 2D figure **Sub-Skill 2:** Triangle and rectangle	**State Standard** **5.M.1 Area and Perimeter (Measurement)** **Sub-Skill 1:** Area as the amount of space **Sub-Skill 2:** Area of a Rectangle	**State Standard** **5.M.1 Area and Perimeter (Measurement)** **Sub-Skill 1:** Area of a triangle **Sub-Skill 2:** Perimeter of a triangle
Focus for Week 4: Unit 9 Area and Perimeter **Sub-Skills: Area and Perimeter of rectangles, triangles, parallelograms, circles, diameters, radius, circumference**				
Monday, October 24, Day #44	Tuesday, October 25, Day #45	Wednesday, October 26, Day #46	Thursday, October 27, Day #47	Friday, October 28, Day #48
State Standard **5.M.2 Area and Perimeter (Measurement)** **Sub-Skill 1:** Parallelograms **Sub-Skill 2:** Area of a triangle	**State Standard** **5.M.4 Area and Perimeter (Measurement)** **Sub-Skill 1:** Circle **Sub-Skill 2:** Diameter and radius	**State Standard** **5.M.4 Area and Perimeter (Measurement)** **Sub-Skill 1:** Circumference **Sub-Skill 2:**	Review for Unit 9 Quiz **State Standard** **5.M.4 Area and Perimeter (Measurement)** **Sub-Skill 1:** Area of a circle **Sub-Skill 2:**	Unit 9 Quiz **State Standard** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 5: Unit 9 Area and Perimeter **Sub-Skills: Area and Perimeter of rectangles, triangles, parallelograms, circles (diameters,radius, and circumference)**				
Monday, October 31, Day #49	Tuesday, November 1, Day #50	Wednesday, November 2, Day #51	Thursday, November 3, Day #52	Friday, November 4, Day #53 End of Quarter 1
Review Units 6-9 For IA#2 **State Standard** **Units 6,7,8,9** **Sub-Skill 1:** **Sub-Skill 2:**	Unit 6-9 Test **State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	Begin Interim #3 Standards **INTERIM #2 MATH**	Start Unit 10 **State Standard** **5.M.3 Unit Conversions (Measurement)** **Sub-Skill 1:** Identify proportional relationships between units **Sub-Skill 2:**	**State Standard** **5.M.5 Volume (Measurement)** **Sub-Skill 1:** SWBAT define volume as the amount a 3D figure can hold **Sub-Skill 2:**

Interim Cycle 3

Teacher: Miss Jesi Rosati

Subject: MATH

Grade: 5

Focus for Week 1: Unit 10 Volume and Surface Area also Unit Conversions **Sub-Skills: Surface Area, Volume, Units of Measure**				
Monday, November 7, Day #54	Tuesday, November 8, Day #55	Wednesday, November 9, Day #56	Thursday, November 10, Day #57 ½ Day – one hour block	Friday, November 11, Day #58
State Standard **5.M.5 Volume (Measurement)** **Sub-Skill 1:** SWBAT find the volume of rectangular prims	**State Standard** **5.M.5 Surface Area (Measurement)** **Sub-Skill 1:** SWBAT define surface area as the sum of the areas of faces	Review Unit 10 **State Standard** **5.M.5 Surface Area (Measurement)** **Sub-Skill 1:** SWBAT find the volume of rectangular prisms	Unit 10 Quiz **State Standard** **Unit 10** **Sub-Skill 1:**	**VETERANS DAY: NO SCHOOL**

Sub-Skill 2:	**Sub-Skill 2:**	**Sub-Skill 2:**	**Sub-Skill 2:**	
Focus for Week 2: Unit 11 Fraction Work **Sub-Skills: GCF, Equivalent, Improper Fractions, Mixed Numbers, Conversions, Add and Subtract Fractions**				
Monday, November 14, Day #58	Tuesday, November 15, Day #59	Wednesday, November 16, Day #60	Thursday, November 17, Day #61	Friday, November 18, Day #62
State Standard **5.NSO-C.13 Add Fractions (Fractions)** **Sub-Skill 1:** SWBAT add fractions with like denominators **Sub-Skill 2:**	**State Standard** **5.NSO-C.13 Add Fractions (Fractions)** **Sub-Skill 1:** SWBAT add fractions with unlike denominators w/LCM **Sub-Skill 2:**	**State Standard** **5.NSO-C.13 Subtract Fractions (Fractions)** **Sub-Skill 1:** SWBAT subtract fractions with like denominators **Sub-Skill 2:**	**State Standard** **5.NSO-C.13 Subtract Fractions (Fractions)** **Sub-Skill 1:** SWBAT subtract fractions with unlike denominators w/LCM **Sub-Skill 2:**	**State Standard** **5.NSO-C.18 Simplify Fractions (Fractions)** **Sub-Skill 1:** SWBAT simplify fractions by identifying the GCF **Sub-Skill 2:**
Focus for Week 3: Unit 11 Fraction Work **Sub-Skills: GCF, Equivalent, Improper fractions, mixed numbers**				
Monday, November 21, Day #63	Tuesday, November 22, Day #64	Wednesday, November 23	Thursday, November 24	Friday, November 25
State Standard **5.NSO-C.18 Simplify Fractions (Fractions)** **Sub-Skill 1:** SWBAT determine if 2 fractions are equivalent **Sub-Skill 2:**	**State Standard** **5.NSO-F.11 Simplify Fractions (Fractions)** **Sub-Skill 1:** SWBAT define and write improper fractions **Sub-Skill 2:**	**THANKSGIVING BREAK: NO SCHOOL (PD DAY FOR TEACHERS)**	**THANKSGIVING BREAK: NO SCHOOL**	**THANKSGIVING BREAK: NO SCHOOL**
Focus for Week 4: Unit 12 Equivalency and Number Line Work **Sub-Skills: Percentages, equivalent fractions, conversions**				
Monday, November 28, Day #65	Tuesday, November 29, Day #66	Wednesday, November 30, Day #67	Thursday, December 1, Day #68	Friday, December 2, Day #69
State Standard **5.NSO-F.11 Simplify Fractions (Fractions)** **Sub-Skill 1:** SWBAT define and write mixed numbers **Sub-Skill 2:**	**State Standard** **5.NSO-F.11 Simplify Fractions (Fractions)** **Sub-Skill 1:** SWBAT convert and write improper fractions to mixed **Sub-Skill 2:**	**State Standard** **5.NSO-F.11 Simplify Fractions (Fractions)** **Sub-Skill 1:** SWBAT convert and write mixed fractions to Improper **Sub-Skill 2:**	Review Unit 11 **State Standard** **Unit 11 review** **Sub-Skill 1:** **Sub-Skill 2:**	Unit 11 Quiz **State Standard** **Unit 11 quiz** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 5: Unit 12 Equivalency and Number Line Work **Sub-Skills: Percentages, Equivalent Fractions, Conversions**				
Monday, December 5, Day #70	Tuesday, December 6, Day #71	Wednesday, December 7, Day #72	Thursday, December 8, Day #73	Friday, December 9, Day #74 ½ Day – one hour block
Begin Unit 12 **State Standard** **5.NSO-F.9 Equivalency (fractions)** **Sub-Skill 1:** SWBAT define percentage **Sub-Skill 2:**	**State Standard** **5.NSO-F.9 Equivalency (fractions)** **Sub-Skill 1:** SWBAT express fractions as a percent (consider decimals) **Sub-Skill 2:**	**State Standard** **5.NSO-F.10 Equivalency (fractions)** **Sub-Skill 1:** SWBAT define and write equivalent fractions **Sub-Skill 2:**	**State Standard** **5.NSO-F.10 Equivalency (fractions)** **Sub-Skill 1:** SWBAT convert fractions to decimals **Sub-Skill 2:**	**State Standard** **5.NSO-F.10 Equivalency (fractions)** **Sub-Skill 1:** SWBAT convert fractions to percents **Sub-Skill 2:**
Focus for Week 6: Unit 12 Equivalency **Sub-Skills: Percents, Decimals, Fractions,GCF**				
Monday, December 12, Day #75	Tuesday, December 13, Day #76	Wednesday, December 14, Day #77	Thursday, December 15, Day #78	Friday, December 16, Day #79
State Standard **5.NSO-F.10 Equivalency**	**State Standard** **5.NSO-F.10 Equivalency**	**State Standard** **5.NSO-F.10 Equivalency**	**State Standard** **5.NSO-F.10 Equivalency**	**State Standard** **5.NSO-C.18 Equivalency**

(fractions) **Sub-Skill 1:** SWBAT convert decimals to percents **Sub-Skill 2:**	**(fractions)** **Sub-Skill 1:** SWBAT convert decimals to fractions **Sub-Skill 2:**	**(fractions)** **Sub-Skill 1:** SWBAT to convert percents to fractions **Sub-Skill 2:**	**(fractions)** **Sub-Skill 1:** SWBAT convert percents to decimals **Sub-Skill 2:**	**(fractions)** **Sub-Skill 1:** SWBAT simplify fractions by identifying the GCF **Sub-Skill 2:**
Focus for Week 7: Unit 12 Equivalency **Sub-Skills: Percents, Decimals, fractions, GCF, integers, mixed numbers**				
Monday, December 19, Day #80	Tuesday, December 20, Day #81	Wednesday, December 21, Day #82	Thursday, December 22, Day #83	Friday, December 23
State Standard **5.NSO-C.18 Equivalency (fractions)** **Sub-Skill 1:** SWBAT determine if 2 fractions are equivalent **Sub-Skill 2:**	**State Standard** **5.NSO-N.3 Number Line (Decimals)** **Sub-Skill 1:** SWBAT find and position integers on the #line **Sub-Skill 2:**	**State Standard** **5.NSO-N.3 Number Line (Decimals)** **Sub-Skill 1:** SWBAT find and position decimals on the number line **Sub-Skill 2:**	Review for Unit 12= Quiz **State Standard** **5.NSO-N.3 Number Line (Decimals)** **Sub-Skill 1:** SWBAT find and position fractions and mixed numbers on the number line **Sub-Skill 2:**	**WINTER BREAK: NO SCHOOL (PD DAY FOR TEACHERS)**
Focus for Week 8: Unit 13 Evaluating Expressions/ Properties of Equalities/Models, Tables, Graphs **Sub-Skills: Variables, values, expressions, equations**				
Monday, January 2	Tuesday, January 3	Wednesday, January 4, Day #85	Thursday, January 5, Day #86	Friday, January 6, Day #87
WINTER BREAK: NO SCHOOL)	**WINTER BREAK: NO SCHOOL (PD DAY FOR TEACHERS)**	**CULTURE RESET (NO ACADEMIC CLASSES)**	**CULTURE RESET**	**CULTURE RESET**
Focus for Week 9: Unit 13 Evaluating Expressions/ Properties of Equality/Models, Tables, and Graphs **Sub-Skills: Variables, expressions, Values, Simplifying, Inverse Operations, Equations, Proportions, Ratios, tables**				
Monday, January 9, Day #87	Tuesday, January 10, Day #88	Wednesday, January 11, Day #89	Thursday, January 12, Day #90	Friday, January 13, Day #91
State Standard **5.DASP.2 Data in Plots, Tables, and Graphs (Data)** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **5.DASP.2 Data in Plots, Tables, and Graphs (Data)** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **5.PRA.6 Models, Tables, and Graphs (Data and Graphs)** **Sub-Skill 1:** SWBAT define proportion as a statement that says 2 ratios = **Sub-Skill 2:**	**State Standard** **5.PRA.6 Models, Tables, and Graphs (Data and Graphs)** **Sub-Skill 1:** SWBAT create tables and graphs in order to solve proportional relationships **Sub-Skill 2:**	**State Standard** **5.PRA.2 Evaluate Expressions Given Variables (Decimals)** **Sub-Skill 1:** SWBAT define variable as a symbol that represents a # **Sub-Skill 2:**
Focus for Week 10: Unit 13 Evaluatin Expressions/Properties of Equality/Models, Tables, and graphs **Sub-Skills: Addition, Subtraction, Multiplication, Division**				
Monday, January 16	Tuesday, January 17, Day #92	Wednesday, January 18, Day #93	Thursday, January 19, Day #94	Friday, January 20, Day #95
MLK DAY: NO SCHOOL	**State Standard** **5.PRA.2 Evaluate Expressions Given Variables (Decimals)** **Sub-Skill 1:** SWBAT create tables and graphs in order to solve proportional relationships **Sub-Skill 2:**	**State Standard** **5.PRA.3 Properties of Equality (Decimals)** **Sub-Skill 1:** SWBAT use inverse operations in order to solve 1 step equations involving addition **Sub-Skill 2:**	**State Standard** **5.PRA.3 Properties of Equality (Decimals)** **Sub-Skill 1:** SWBAT use inverse operations in order to solve 1 step equations involving subtract **Skill 2:**	**State Standard** **5.PRA.3 Properties of Equality (Decimals)** **Sub-Skill 1:** SWBAT use inverse operations in order to solve 1 step equations involving multiply **Sub-Skill 2:**
Focus for Week 11: Unit 13 Evaluating Expressions/ Properties of Equality/Models, Tables, and Graphs **Sub-Skills: Inverse operations; add,subtract,multiply, divide**				
Monday, January 23, Day #96	Tuesday, January 24, Day #97	Wednesday, January 25, Day #98	Thursday, January 26, Day #99	Friday, January 27, Day #100 End of Quarter 2
Review for test unit 10-13	Unit 10-13 Test	Begin Interim #4 Units	Start Unit 14	

State Standard **5.PRA.3 Properties of Equality (Decimals)** **Sub-Skill 1:** SWBAT use inverse operations in order to solve 1 step equations involving division **Sub-Skill 2:**	**State Standard** **Unit 10-13 Test** **Sub-Skill 1:** **Sub-Skill 2:**	**Interim #3 Math**	**State Standard** **5.G.7 Graph Points with Coordinates (Geometry)** **Sub-Skill 1:** SWBAT identify the x and y axes on the Cartesian Plane **Sub-Skill 2:** SWBAT identify the four quadrants on the Cartesian Pl	**State Standard** **5.G.7 Graph Points with Coordinates (Geometry)** **Sub-Skill 1:** SWBAT use coordinates to locate and plot points in the first two quandrants **Sub-Skill 2:**

Interim Cycle 4

Teacher: Miss Jesi Rosati

Subject: MATH

Grade: 5

Focus for Week 1: Unit 14 Interpret Graphs/ Graphing Points/ Models, Tables, and Graphs **Sub-Skills: Graphs, x axis, y axis, quadrants, coordinates, tables, graphs, models**				
Monday, January 30, Day #101	Tuesday, January 31, Day #102	Wednesday, February 1, Day #103	Thursday, February 2, Day #104 ½ Day – one hour block	Friday, February 3, Day #105 ½ Day – one hour block
State Standard **5.PRA.4 Models, Tables, and Graphs (Data and Graphs)** **Sub-Skill 1:** SWBAT create tables in order to display real situations and mathematical relationships **Sub-Skill 2:**	**State Standard** **5.PRA.4 Models, Tables, and Graphs (Data and Graphs)** **Sub-Skill 1:** SWBAT create graphs in order to display real situations and math relationships **Sub-Skill 2:**	**State Standard** **5.PRA.7 Interpret Graphs (Data and Graphs)** **Sub-Skill 1:** SWBAT analyze information in a graph that represents the relationship between 2variabl **Sub-Skill 2:**	Review Unit 14 **State Standard** **5.PRA.7 Interpret Graphs (Data and Graphs)** **Sub-Skill 1:** SWBAT interpret 411 in a graph that represents the relationship between 2 variab **Sub-Skill 2:**	Quiz Unit 14 **State Standard** **Unit 14 Quiz** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 2: Unit 15 Integers/ Compare and Order/ Inverse Operations **Sub-Skills: Integers, Positive, Negative**				
Monday, February 6, Day #106	Tuesday, February 7, Day #107	Wednesday, February 8, Day #108	Thursday, February 9, Day #109	Friday, February 10, Day #110
State Standard **5.NSO-C.12 Negative Numbers** **Sub-Skill 1:** SWBAT add with negative #s **Sub-Skill 2:**	**State Standard** **5.NSO-C.12 Negative Numbers** **Sub-Skill 1:** SWBAT subtract positive integers from negative integer **Sub-Skill 2:**	**State Standard** **5.NSO-C.12 Negative Numbers** **Sub-Skill 1:** SWBAT form rules for +- **Sub-Skill 2:**	**State Standard** **5.NSO-C.21 Inverse Relationships (Decimals)** **Sub-Skill 1:** SWBAT define inverse operations **Sub-Skill 2:** SWBAT add and subtract integers using a number line	**State Standard** **5. NSO-N.4 Compare and Order (fractions)** **Sub-Skill 1:** SWBAT compare integers using the symbols <>= **Sub-Skill 2:**
Focus for Week 3: Unit 15 Ordering and Comparing Decimals and Percents **Sub-Skills: Ordering, comparing,inverse operations, number lines**				
Monday, February 13, Day #111	Tuesday, February 14, Day #112	Wednesday, February 15, Day #113	Thursday, February 16, Day #114	Friday, February 17
State Standard **5. NSO-N.4 Compare and Order** **Sub-Skill 1:** SWBAT order positive and negative integers **Sub-Skill 2:**	**State Standard** **5. NSO-N.4 Compare and Order** **Sub-Skill 1:** SWBAT compare positive fractions and mixed numbers **Sub-Skill 2:**	**State Standard** **5. NSO-N.4 Compare and Order** **Sub-Skill 1:** SWBAT order positive fractions and mixed numbers **Sub-Skill 2:**	**State Standard** **5. NSO-N.4 Compare and Order** **Sub-Skill 1:** SWBAT compare decimals **Sub-Skill 2:**	**NO SCHOOL (PD DAY FOR TEACHERS)**
Focus for Week 4: Unit 15 Ordering and Comparing Decimals and Percents **Sub-Skills: Order Decimals, Compare Percents, Order Percents, Inverse Operation, Number Line**				
Monday, February 20	Tuesday, February 21, Day #115	Wednesday, February 22, Day #116	Thursday, February 23, Day #117	Friday, February 24, Day #118

PRESIDENT'S DAY: NO SCHOOL	**State Standard** **5. NSO-N.4 Compare and Order (Fractions)** **Sub-Skill 1:** SWBAT order decimals **Sub-Skill 2:**	**State Standard** **5. NSO-N.4 Compare and Order** **Sub-Skill 1:** SWBAT compare percents **Sub-Skill 2:**	Review Unit 15 **State Standard** **5. NSO-N.4 Compare and Order** **Sub-Skill 1:** SWBAT order Percent **Sub-Skill 2:**	Unit 14 Quiz **State Standard** **Unit 14 Quiz** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 5: Unit 16 Exponents/ Order of Operations **Sub-Skills: Repeated Multiplication, Powers, PEMDAS, expressions, operations, parenthesis**				
Monday, February 27, Day #119	Tuesday, February 28, Day #120	Wednesday, February 29, Day #121	Thursday, March 1, Day #122	Friday, March 2, Day #123
State Standard **5.NSO-C.20 Exponents (Decimals)** **Sub-Skill 1:** SWBAT use exponents to represent repeated multiplyin **Sub-Skill 2:**	**State Standard** **5.NSO-C.20 Exponents (Decimals)** **Sub-Skill 1:** SWBAT write powers of 10 using exponents **Sub-Skill 2:**	**State Standard** **5.NSO-C.22 Order of Operations (Decimals)** **Sub-Skill 1:** SWBAT use the PEMDAS acronym to solve expressions which include parenthesis. **Sub-Skill 2:**	**State Standard** **5.PRA.5 Order of Operations (Decimals)** **Sub-Skill 1:** SWBAT evaluate expressions that have parenthesis by evaluating operations in the parethesis first. **Sub-Skill 2:**	**State Standard** **5.PRA.5 Order of Operations (Decimals)** **Sub-Skill 1:** SWBAT demonstrate order of operations in order to evaluate expressions containing different operation **Sub-Skill 2:**
Focus for Week 6: Unit 16 Exponents/ Order of Operations **Sub-Skills: Expressions, Parenthesis, Ordering**				
Monday, March 5, Day #124	Tuesday, March 6, Day #125	Wednesday, March 7, Day #126	Thursday, March 8, Day #127	Friday, March 9, Day #128
State Standard **5.PRA.5 Order of Operations (Decimals)** **Sub-Skill 1:** SWBAT write expressions using parenthesis in order to indicate the order in which operations should be perform **Sub-Skill 2:**	**State Standard** **5. NSO-E.23 Estimate (all numbers)** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **5. NSO-E.23 Estimate (all numbers)** **Sub-Skill 1:** **Sub-Skill 2:**	Unit 16 Review **State Standard** **5.NSO-N.1 Estimate (all numbers)** **Sub-Skill 1:** **Sub-Skill 2:**	Unit 16 Quiz **State Standard** **5.NSO-N.1 Estimate (all numbers)** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 7: Unit 17 Multiply and Divide Fractions **Sub-Skills: Reciprical, Multipying, Dividing**				
Monday, March 12, Day #129	Tuesday, March 13, Day #130	Wednesday, March 14, Day #131	Thursday, March 15, Day #132	Friday, March 16
State Standard **5.NSO-C.17 Multiply Fractions (Fractions)** **Sub-Skill 1:** SWBAT multiply fractions **Sub-Skill 2:**	**State Standard** **5.NSO-C.17 Multiply Fractions (Fractions)** **Sub-Skill 1:** SWBAT multiply positive fractions with whole numbers **Sub-Skill 2:**	**State Standard** **5.NSO-C.17 Divide Fractions (Fractions)** **Sub-Skill 1:** SWBAT define reciprocal **Sub-Skill 2:**	**State Standard** **5.NSO-C.17 Divide Fractions (Fractions)** **Sub-Skill 1:** SWBAT divide fractions **Sub-Skill 2:**	**NO SCHOOL (PD DAY FOR TEACHERS)**
Focus for Week 8: Unit 17 Multiply and Divide Fractions **Sub-Skills: Multiply, divide, reciprocal**				
Monday, March 19, Day #133	Tuesday, March 20, Day #134	Wednesday, March 21, Day #135	Thursday, March 22, Day #136	Friday, March 23, Day #137
State Standard **5.NSO-C.17 Divide Fractions (Fractions)** **Sub-Skill 1:** SWBAT divide positive fractions by whole numbers **Sub-Skill 2:**	Unit 17 Review **State Standard** **Unit 17 Review** **Sub-Skill 1:** **Sub-Skill 2:**	Unit 7 Quiz **State Standard** **Unit 17 quiz** **Sub-Skill 1:** **Sub-Skill 2:**	Begin Unit 18 **State Standard** **5. DASP.3 Probability (Fractions)** **Sub-Skill 1:** SWBAT define probability as the likelihood of an event occurring	**State Standard** **5. DASP.3 Probability (Fractions)** **Sub-Skill 1:** SWBAT define probability as the likelihood of an event occurring

			Sub-Skill 2:	**Sub-Skill 2:**
Focus for Week 9: Unit 18 Probability **Sub-Skills: Likelihood, events, favorable outomes, possible outcomes**				
Monday, March 26, Day #138	Tuesday, March 27, Day #139	Wednesday, March 28, Day #140	Thursday, March 29, Day #141	Friday, March 30, Day #142
State Standard **5. DASP.3 Probability (Fractions)** **Sub-Skill 1:** SWBAT define probability as the likelihood of an event occurring **Sub-Skill 2:**	**State Standard** **5. DASP.3 Probability (Fractions)** **Sub-Skill 1:** SWBAT find the probability of an event by dividing the number of favorable outcomes by the total number of possible outcomes **Sub-Skill 2:**	**State Standard** **5. DASP.3 Probability (Fractions)** **Sub-Skill 1:** SWBAT find the probability of an event by dividing the number of favorable outcomes by the total number of possible outcomes **Sub-Skill 2:**	Review for Unit 18 quiz **State Standard** **5. DASP.3 Probability (Fractions)** **Sub-Skill 1:** SWBAT find the probability of an event by dividing the number of favorable outcomes by the total number of possible outcomes **Sub-Skill 2:**	Unit 18 Quiz **State Standard** **5. DASP.3 Probability (Fractions)** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 10: Unit 18 Probability **Sub-Skills: : Likelihood, events, favorable outomes, possible outcomes**				
Monday, April 2, Day #143	Tuesday, April 3, Day #144	Wednesday, April 4, Day #145	Thursday, April 5, Day #146	Friday, April 6
Review for Unit 14 **State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	Review Unit 15 **State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	Review Unit 16 **State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	Review Unit 17-18 **State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**SPRING BREAK: NO SCHOOL**
Focus for Week 11: **Sub-Skills:**				
Monday, April 16, Day #147	Tuesday, April 17, Day #148	Wednesday, April 18, Day #149	Thursday, April 19, Day #150	Friday, April 20, Day #151 End of Quarter 3
Review all units 14-18 **State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	Unit 14-18 Test **State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**Begin DCAS UNITS** **INTERIM #4 MATH**	**State Standard** **5.NSO-E.23 Estimate (whole numbers)** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **5.NSO-E.23 Estimate (whole numbers)** **Sub-Skill 1:** **Sub-Skill 2:**

(Post-Interims) Review; DCAS Testing Period

Teacher: Miss Jesi Rosati

Subject: MATH

Grade: 5

Focus for Week 1: (Post-Interims) Review; DCAS Testing Period **Sub-Skills:**				
Monday, April 23, Day #152	Tuesday, April 24, Day #153	Wednesday, April 25, Day #154	Thursday, April 26, Day #155	Friday, April 27, Day #156 ½ Day – one hour block
State Standard 5.NSO-N.1 Place Value **Sub-Skill 1:**	**State Standard 5.NSO-N.1 Place Value** **Sub-Skill 1:**	**State Standard 5.PRA.1 Patterns** **Sub-Skill 1:**	**State Standard 5.PRA.1 Patterns** **Sub-Skill 1:**	**State Standard Quiz: Estimate, place value, patterns** **Sub-Skill 1:**

Sub-Skill 2:	**Sub-Skill 2:**	**Sub-Skill 2:**	**Sub-Skill 2:**	**Sub-Skill 2:**
Focus for Week 2: (Post-Interims) Review; DCAS Testing Period **Sub-Skills:**				
Monday, April 30, Day #157	Tuesday, May 1, Day #158	Wednesday, May 2, Day #159	Thursday, May 3, Day #160	Friday, May 4, Day #161
State Standard5.DASP. 1 Data and Central Tendency **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard 5.DASP. 1 Data and Central Tendency** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard 5.G.2 Identify 3-D Shapes** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard 5.G.2 Identify 3-D Shapes** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard 5.G.6 Quiz/ 5.G6 Transformations** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 3: **Sub-Skills:**				
Monday, May 7, Day #162	Tuesday, May 8, Day #163	Wednesday, May 9, Day #164	Thursday, May 10, Day #165	Friday, May 11, Day #166
State Standard 5.M1: Perimeter of shapes **Sub-Skill 1: Define perimeter, find perimeter of a triangle and rectangle** **Sub-Skill 2:**	**State Standard 5.M1: Perimeter of shapes** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard 5.M1 Define area; area of rectangle** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard 5.M1 Area of triangle & parallelogram** **Sub-Skill 1: Use the formula for area and perimeter of triangle** **Sub-Skill 2:**	**State Standard Quiz 5.M1 Area and Perimeter** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 4: (Post-Interims) Review; DCAS Testing Period **Sub-Skills:**				
Monday, May 14, Day #167	Tuesday, May 15, Day #168	Wednesday, May 16, Day #169	Thursday, May 17, Day #170	Friday, May 18, Day #171
State Standard 5.DASP.2 Data in Plots, Tables and Graphs **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard 5.DASP.2 Data in Plots, Tables and Graphs** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard 5.M.3 Unit Conversions (within a system)** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard 5.M.3 Unit Conversions (within a system)** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard Quiz on Tables and metric measurement** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 5: (Post-Interims) Review; DCAS Testing Period **Sub-Skills:**				
Monday, May 21, Day #172	Tuesday, May 22, Day #173	Wednesday, May 23, Day #174	Thursday, May 24, Day #175	Friday, May 25, Day #176 ½ Day – one hour block
State Standard 5.NSO-C.13 Add Fractions **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard 5.NSO-C.13 Subtract Fractions** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard 5.NSO-C.18/F.11 Simplify Fractions** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard 5.NSO-C.18/F.11 Simplify Fractions** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard 5.NSO-F.8 Understanding Fractions/Quiz on Fractions** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 6: (Post-Interims) Review; DCAS Testing Period **Sub-Skills:**				
Monday, May 28	Tuesday, May 29, Day #177	Wednesday, May 30, Day	Thursday, May 31, Day #179	Friday, June 1, Day #180

		#178		
MEMORIAL DAY: NO SCHOOL	**State Standard Percents** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard Percents** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard Percents** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard Percents/Quiz** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 7: **Sub-Skills:**				
Monday, June 4, Day #181	Tuesday, June 5, Day #182	Wednesday, June 6, Day #183	Thursday, June 7, Day #184	Friday, June 8, Day #185
State Standard Decimals **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard Decimals** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard Decimals** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard Decimals** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard Quiz Decimals** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 8: **Sub-Skills:**				
Monday, June 11, Day #186	Tuesday, June 12, Day #187	Wednesday, June 13, Day #188 ½ Day - Finals	Thursday, June 14, Day #189 ½ Day – Finals	Friday, June 15, Day #190 ½ Day - Finals
State Standard Final Review **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard Final Review** **Sub-Skill 1:** **Sub-Skill 2:**	**MATH FINALS**	**ELA FINALS**	**SCIENCE/SS FINALS**

Interim Cycle 1
Teacher: Marsella
Subject: Nonfiction Studies
Grade: 5

Focus for Week 1: Scientific Method Skills **Sub-Skills: Effective note-taking, observation skills and data recording.**				
Monday, August 29, Day #6	Tuesday, August 30, Day #7	Wednesday, August 31, Day #8	Thursday, September 1, Day #9	Friday, September 2
ANET Standard Skill – **3.LT-G.6: Genre** – Identify common forms of literature (poetry, prose, fiction, nonfiction, and drama) using knowledge of their structural elements.				
RE-ORIENTATION: NO ACADEMIC CLASSES	**RE-ORIENTATION: NO ACADEMIC CLASSES**	**State Standard -** 1A. Understand that: Scientific investigations involve asking a focused scientific question. Investigations differ depending upon the question being asked. Be able to: Generate focused questions and informed predictions about the natural world. **Sub-Skill 1:** Practice questioning. **Sub-Skill 2:** Review skills needed to discover solutions to problems. (homework)	**State Standard -** 1C. Understand that: The purpose of accurate data collection is to provide evidence to compare with the prediction. Be able to: Accurately collect data using observations, simple tools and equipment. Display and organize data in tables, charts, diagrams, and bar graphs or plots over time. Compare and question results with and from others. **Sub-Skill 1:** Use 5 senses to observe. **Sub-Skill 2:** Organize observations.	**LABOR DAY: NO SCHOOL**
Focus for Week 2: Scientific Method **Sub-Skills: Identifying variables, controls and hypotheses.**				
Monday, September 5	Tuesday, September 6, Day #10	Wednesday, September 7, Day #11	Thursday, September 8, Day #12	Friday, September 9, Day #13 **ASSESSMENT**
ANET Standard Skill – RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.				
LABOR DAY: NO SCHOOL	**State Standard -** 1D. Understand that: The body of scientific knowledge grows as scientists ask questions, conduct investigations, develop explanations and compare results with what is already known. Be able to: Construct a reasonable explanation by analyzing evidence from the data. Revise the explanation after comparing results with other sources or after further investigation. **Sub-Skill 1:** Identify difference between surface level observations and detailed observations. **Sub-Skill 2:** Use observation skills to solve a simple problem.	**State Standard -** 1A. Understand that: Scientific investigations involve asking a focused scientific question. Investigations differ depending upon the question being asked. Be able to: Generate focused questions and informed predictions about the natural world. **Sub-Skill 1:** Distinguish difference between observation and inference. **Sub-Skill 2:** Make observations and inferences.	**State Standard -** 1 B. Understand that: Fair test design supports the validity of the investigation. Sometimes it is not possible to know everything that will have an effect on the investigation or control all conditions. Be able to: Design and conduct simple to multi-step investigations in order to test predictions. Keep constant all but the condition being tested. **Sub-Skill 1:** Define variable and control. **Sub-Skill 2:** Identify variables and control from examples.	**State Standard -** 1A, 1B, 1C and 1D **Sub-Skill 1:** Choose appropriate answers regarding science skills of observation, inference, variables and control. **Sub-Skill 2:** Choose appropriate answers regarding science skills of identifying variables and controls.
Focus for Week 3: Scientific Method				

Sub-Skills: Create questions, hypotheses, variables and observations.				
Monday, September 12, Day #14	Tuesday, September 13, Day #15	Wednesday, September 14, Day #16	Thursday, September 15, Day #17	Friday, September 16, Day #18
ANET Standard Skill – 5.NSO-C.14 – Add and subtract decimals; 5.NSO-E.23 – Estimate (whole numbers)				
State Standard - 1A. Understand that: Scientific investigations involve asking a focused scientific question. Investigations differ depending upon the question being asked. Be able to: Generate focused questions and informed predictions about the natural world. **Sub-Skill 1:** Develop experimental questions and hypotheses. **Sub-Skill 2:** Synthesize all information on scientific method skills to conduct an experiment.	**State Standard -** 1 A. Understand that: Scientific investigations involve asking a focused scientific question. Investigations differ depending upon the question being asked. Be able to: Generate focused questions and informed predictions about the natural world. **Sub-Skill 1:** Explain the importance of safety when experimenting. **Sub-Skill 2:** Explain some common safety procedures that should always be followed.	**State Standard -** 1E. Understand that: The purpose of communicating is to share and justify results. Scientists communicate their results to others, including the details that allow others to replicate the results. Be able to: Communicate procedures, data, and explanations to a variety of audiences. Justify the results by using evidence to form an argument. **Sub-Skill 1:** Design and conduct simple experiment using an IV and a DV. **Sub-Skill 2:** Communicate results.	**State Standard -** 6 A. Living organisms share common characteristics that distinguish them from non-living, dead, and dormant things. They grow, consume nutrients, exchange gases, respond to stimuli, reproduce, need water, eliminate waste, and are composed of cell(s). [6th grade Standard] **Sub-Skill 1:** Practice observation, inference and hypotheses. **Sub-Skill 2:** Practice using tools for scientific observation.	**State Standard –** DE Standard 1A through 1E **Sub-Skill 1:** Demonstrate knowledge of scientific process skills on the unit test.
Focus for Week 4: Ecology **Sub-Skills: Identification of living and nonliving; needs of organisms; structures and functions of organisms.**				
Monday, September 19, Day #19 – ***LESSON 3***	Tuesday, September 20, Day #20 – ***LESSON 4***	Wednesday, September 21, Day #21 – ***LESSON 5***	Thursday, September 22, Day #22 – ***LESSON 6***	Friday, September 23, Day #23 - ***QUIZ***
ANET Standard Skill – RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text				
State Standard - 8.1.B All living organisms interact with the living and nonliving parts of their surroundings to meet their needs for survival. These interactions lead to a constant exchange of matter. **Sub-Skill 1:** Identify living and nonliving things. **Sub-Skill 2:** Identify needs of living things.	**State Standard –** 6.1.A. Structures that function for similar purposes in living things may have different appearances. **6.1.**C. Organisms can be grouped based on similarities and differences in their structures and functions. These may include characteristics such as appendages, roots and leaves of plants, or the presence or lack of a backbone. **Sub-Skill 1:** Label cells of plants and animals. **Sub-Skill 2:** List animal kingdoms and compare/contrast their structures.	**State Standard -** 8.2.A Plants need energy from the Sun, water and nutrients for growth and survival. 8.2.B. Animals eat plants or other animals that have eaten plants. Animals obtain energy and materials for body repair and growth from food. **Sub-Skill 1:** Label parts and functions of plants and photosynthesis. **Sub-Skill 2:** Label life cycles of animals. Sequence an introductory food chain.	**State Standard –** 8.2.B. Animals eat plants or other animals that have eaten plants. Animals obtain energy and materials for body repair and growth from food. 8.2.C. Dead plants and animals are broken down by decomposers **Sub-Skill 1:** Compare and contrast organisms. **Sub-Skill 2:** Identify and define producer, consumer, and decomposer.	**State Standard –** All DE Standards covered in days #19 through #22. **Sub-Skill 1:** Demonstrate knowledge of living and nonliving as well as functions and structures of organisms.
Focus for Week 5: Ecology **Sub-Skills: Create food chains from various biomes; identify adaptations; correlate cause and effect relationships in ecosystems.**				
Monday, September 26, Day	Tuesday, September 27, Day	Wednesday, September 28,	Thursday, September 29,	Friday, September 30, Day #28

#24 – ***LESSON 7***	#25	Day #26	Day #27	
ANET Standard Skill – 5.NSO-C.14 – Add and subtract decimals; 5.NSO-E.23 – Estimate (whole numbers); 5.PRA.1 - Patterns				
State Standard - 8.1.B All living organisms interact with the living and nonliving parts of their surroundings to meet their needs for survival. These interactions lead to a constant exchange of matter. **Sub-Skill 1:** Label water cycles. **Sub-Skill 2:** Create food chain based on biome.	**State Standard –** 8.1.C. Adaptations in organisms enable them to live and reproduce in certain environments. Those organisms that are best suited for a particular environment have adaptations that allow them to compete for available resources and cope with the physical conditions of their immediate surroundings. **Sub-Skill 1:** Identify hereditary adaptation and environmental adaptation. **Sub-Skill 2:** Create food chain based on biome.	**State Standard –** 8.1.D. Changes in an organism's environment may be either beneficial or harmful. Organisms may be affected by other organisms, by various physical factors (e.g., rainfall, temperature), by physical forces (e.g., storms, earthquakes), and by daily, seasonal, and annual cycles. **Sub-Skill 1:** Choose causes and effects of natural environmental changes. **Sub-Skill 2:** Create food chain based on biome.	**INTERIM #1 MATH**	**State Standard –** All DE Standards covered in days #24 through #26. **Sub-Skill 1:** Demonstrate knowledge of food chains and dependency/interdependency of organisms and objects in an environment.

Interim Cycle 2

Teacher: Marsella

Subject: NFS

Grade: 5

Focus for Week 6: Ecology **Sub-Skills: Identification of pollutants and trade-offs of human made pollutants.**				
Monday, October 3, Day #29 ***LESSON 8***	Tuesday, October 4, Day #30	Wednesday, October 5, Day #31 – ***LESSON 9***	Thursday, October 6, Day #32	Friday, October 7, Day #33 ½ Day – one hour block
ANET Standard Skill – 5.LD-V.11. Identify meanings, pronunciations, alternate word choices, correct spellings, and parts of speech of words using dictionaries and thesauri (printed and electronic).				
State Standard – 8.1.D. Changes in an organism's environment may be either beneficial or harmful. Organisms may be affected by other organisms, by various physical factors (e.g., rainfall, temperature), by physical forces (e.g., storms, earthquakes), and by daily, seasonal, and annual cycles. **Sub-Skill 1:** Choose causes and effects of human made environmental changes. **Sub-Skill 2:** Apply the scientific method to a pollution experiment.	**State Standard –** 6.3.A. An organism displays behaviors in response to internal cues, such as hunger, and external cues, such as light, temperature, or interaction with living things. **Sub-Skill 1:** Evaluate whether organisms in an environment are subject to environmental or human made disturbances. **Sub-Skill 2:** Explain the evidence behind the inferences relating to pollution.	**State Standard –** 6.4. B. Short term and long term studies are used to determine the effects of environmental changes (natural and man-made) on the health of the organisms within that environment. **Sub-Skill 1:** Research pollutants. **Sub-Skill 2:** Compare and contrast origins and effects of pollutants.	**State Standard –** 6.3. B. There are similarities and differences in how organisms respond to internal and external cues. These behaviors may include strategies for acquiring food, building shelters, or evading predators. **Sub-Skill 1:** Identify trade-offs of human resources/pollutants. **Sub-Skill 2:**Organize information on pollutants and their effect on environments and organisms.	**State Standard –** All DE standards covered in days #29 through #32. **Sub-Skill 1:** Demonstrate knowledge of human and environmental influences on ecosystems and trade-offs.
Focus for Week 7: Ecology **Sub-Skills: Creating hypotheses, IV, DV, control and graphical representation based on pollution experiments.**				
Monday, October 10, Day #34 – ***LESSON 10***	Tuesday, October 11, Day #35 – ***LESSON 11***	Wednesday, October 12, Day #36 – ***LESSON 12***	Thursday, October 13, Day #37 – ***LESSON 13***	Friday, October 14, Day #38

ANET Standard Skill – 5.IT-E.2. Distinguish fact from opinion in expository text, providing supporting evidence from text.				
State Standard – 6.4. B. Short term and long term studies are used to determine the effects of environmental changes (natural and man-made) on the health of the organisms within that environment. **Sub-Skill 1:** Research effects of pollutants on environments; be able to list 5 effects based on research and inference. **Sub-Skill 2:** Create a hypothesis to test.	**State Standard -** 6.4. B. Short term and long term studies are used to determine the effects of environmental changes (natural and man-made) on the health of the organisms within that environment. **Sub-Skill 1:** Diagram and graph initial data and observations. **Sub-Skill 2:** Create experiment draft with clear IV, DV and control.	**State Standard -** 6.4. B. Short term and long term studies are used to determine the effects of environmental changes (natural and man-made) on the health of the organisms within that environment. 6.1. E. In order to survive, populations within an ecosystem require a balance of resources. **Sub-Skill 1:** Track observations of experiment graphically. **Sub-Skill 2:** Predict the effects of changes to an ecosystem.	**State Standard -** 6.4. B. Short term and long term studies are used to determine the effects of environmental changes (natural and man-made) on the health of the organisms within that environment. 6.1. E. In order to survive, populations within an ecosystem require a balance of resources. **Sub-Skill 1:** Diagram water cycle. **Sub-Skill 2:** Predict how the water cycle might spread pollutants.	**State Standard –** All DE standards covered in days #34 through #37. **Sub-Skill 1:** Demonstrate knowledge of parts of the pollution experiment (IV, DV, control, hypotheses, appropriate graphical representation, conclusions)
Focus for Week 8: Ecology **Sub-Skills: Graphical tracking of observations; drawing conclusions based on observations; analyzing data to prove or disprove hypotheses.**				
Monday, October 17, Day #39	Tuesday, October 18, Day #40	Wednesday, October 19, Day #41	Thursday, October 20, Day #42	Friday, October 21, Day #43 ½ Day – one hour block
ANET Standard Skill – 5.DASP.1 – Data and Central Tendency (mean)				
State Standard - 6.4. B. Short term and long term studies are used to determine the effects of environmental changes (natural and man-made) on the health of the organisms within that environment. **Sub-Skill 1:** Track observations of experiments graphically. **Sub-Skill 2:** Utilize observations to draw conclusions and answer hypothesis.	**State Standard –** 6.1. C. Understand that: The purpose of accurate data collection is to provide evidence to compare with the prediction. Be able to: Accurately collect data using observations, simple tools and equipment. Display and organize data in tables, charts, diagrams, and bar graphs or plots over time. Compare and question results with and from others. **Sub-Skill 1:** Track observations of experiments graphically. **Sub-Skill 2:** Compose findings and conclusions in an organized manner.	**State Standard –** 6.1. C. Understand that: The purpose of accurate data collection is to provide evidence to compare with the prediction. Be able to: Accurately collect data using observations, simple tools and equipment. Display and organize data in tables, charts, diagrams, and bar graphs or plots over time. Compare and question results with and from others. **Sub-Skill 1:** Track observations of experiments graphically. **Sub-Skill 2:** Compose findings and conclusions in an organized manner.	**State Standard –** All DE standards covered in Ecology **Sub-Skill 1:** Demonstrate knowledge of ecology focusing on life processes and the nature and application of science and technology by reviewing content.	**UNIT ASSESSMENT** **State Standard –** All DE standards covered in Ecology. **Sub-Skill 1:** Demonstrate knowledge of ecology focusing on life processes and the nature and application of science and technology.
Focus for Week 9: Geography **Sub-Skills: Maps (Location – absolute and relative; Place)**				
Monday, October 24, Day #44	Tuesday, October 25, Day #45	Wednesday, October 26, Day #46	Thursday, October 27, Day #47	Friday, October 28, Day #48
ANET Standard Skill – 5.G.1 – Identify 2-D shapes; 5.G.2 – Identify 3-D shapes; 5.G.3 - Lines				
State Standard – Students will develop a personal geographic framework, or "mental map," and	**State Standard -** Students will develop a personal geographic framework, or "mental map," and	**State Standard -** Students will develop a personal geographic framework, or "mental map," and	**State Standard -** Students will develop a personal geographic framework, or "mental map," and	**State Standard -** Students will develop a personal geographic framework, or "mental map," and

understand the uses of maps and other geo-graphics [MAPS]. **Sub-Skill 1:** Use atlases to label the United States – states and capitals. **Sub-Skill 2:** Use atlases to label the world continents and oceans.	understand the uses of maps and other geo-graphics [MAPS]. **Sub-Skill 1:** Identify and define land features. **Sub-Skill 2:** Create a map of Delaware including major physical features, political divisions and human settlements.	understand the uses of maps and other geo-graphics [MAPS]. **Sub-Skill 1:** Use longitude and latitude to identify locations on a map. **Sub-Skill 2:** Identify similarities and differences between regions of the United States.	understand the uses of maps and other geo-graphics [MAPS]. **Sub-Skill 1:** Describe direction and use a compass rose. **Sub-Skill 2:** Analyze historical scenarios to determine how human choices and actions are selected.	understand the uses of maps and other geo-graphics [MAPS]. **Sub-Skill 1:** Demonstrate knowledge of mental mapping skills for Delaware, the United States and the continents and oceans.
Focus for Week 10: Geography **Sub-Skills: Environment (HEI)**				
Monday, October 31, Day #49	Tuesday, November 1, Day #50	Wednesday, November 2, Day #51	Thursday, November 3, Day #52	Friday, November 4, Day #53 End of Quarter 1
ANET Standard Skill – 5.ITE. 3. Compare (and contrast) the author's purpose in informational selections on the same topic.				
State Standard - Students will develop knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT]. **Sub-Skill 1:** Identify characteristics of physical environments. **Sub-Skill 2:** Identify human responses to physical environments.	**State Standard -** Students will develop knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT]. **Sub-Skill 1:** Explain causes and effects of urbanization. **Sub-Skill 2:** Explain causes and effects of development (i.e. – farming, damming, solar fields, etc.)	**INTERIM #2 MATH**	**State Standard -** Students will develop knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT]. **Sub-Skill 1:** Identify changes in human environment interaction through history. **Sub-Skill 2:** Deduce why changes occurred through history.	**State Standard -** Students will develop knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT]. **Sub-Skill 1:** Demonstrate knowledge of physical environments and human responses to those environments.

Interim Cycle 3

Teacher:

Subject: MATH

Grade: 5

Focus for Week 11: Geography **Sub-Skills: Place**				
Monday, November 7, Day #54	Tuesday, November 8, Day #55	Wednesday, November 9, Day #56	Thursday, November 10, Day #57 ½ Day – one hour block	Friday, November 11, Day #58
ANET Standard Skill – 5.DASP.1 – Data in plots, tables and graphs; 5.NSO-N.3 – Number line				
State Standard - Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES]. **Sub-Skill 1:** Identify the meaning of place in geographic terms (site and situation) **Sub-Skill 2:** Discuss and restate what makes specific locations unique.	**State Standard -** Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES]. **Sub-Skill 1:** Analyze a historical settlement map of Delaware focusing on landforms and human constructions. **Sub-Skill 2:** Conclude why those settlements were founded in their locations.	**State Standard -** Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES]. **Sub-Skill 1:** Analyze a current map of Delaware focusing on landforms and human constructions. **Sub-Skill 2:** Compare and contrast the historical and current maps and settlements of Delaware.	**State Standard -** Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES]. **Sub-Skill 1:** Demonstrate knowledge of place and reasons for changes in place.	**VETERANS DAY: NO SCHOOL**
Focus for Week 12: Geography **Sub-Skills: Region**				
Monday, November 14, Day #58	Tuesday, November 15, Day #59	Wednesday, November 16, Day #60	Thursday, November 17, Day #61	Friday, November 18, Day #62

ANET Standard Skill – 5.LT-TN.11. Compare different versions of the same story from different cultures.				
State Standard - Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS]. **Sub-Skill 1:** Define region. **Sub-Skill 2:** Identify the regions of Delaware.	**State Standard -** Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS]. **Sub-Skill 1:** Identify the regions of the United States. **Sub-Skill 2:** Characterize (generally) regions of the United States.	**State Standard -** Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS]. **Sub-Skill 1:** Identify weather patterns of regions of the United States. **Sub-Skill 2:** Relate weather of United States regions to agriculture of regions.	**State Standard -** Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS]. **Sub-Skill 1:** Identify socio-political choices of regions. **Sub-Skill 2:** Outline possible regional factors the affect the socio-political choices of regions.	**State Standard -** Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS]. **Sub-Skill 1:** Demonstrate knowledge of region and the regions of Delaware and the United States.
Focus for Week 13: Geography **Sub-Skills: Maps, landforms, human environment interaction, historical context.**				
Monday, November 21, Day #63 – ***UNIT TEST REVIEW***	Tuesday, November 22, Day #64 – ***UNIT TEST***	Wednesday, November 23	Thursday, November 24	Friday, November 25
ANET Standard Skill – 5.DASP.1 – Data in plots, tables and graphs; 5.LT-TN.11. Compare different versions of the same story from different cultures.				
State Standard – All DE standards covered in Geography. **Sub-Skill 1:** Demonstrate knowledge of geography focusing on maps, landforms, human environment interaction and geographical changes through history.	**State Standard -** All DE standards covered in Geography. **Sub-Skill 1:** Demonstrate knowledge of geography focusing on maps, landforms, human environment interaction and geographical changes through history.	**THANKSGIVING BREAK: NO SCHOOL (PD DAY FOR TEACHERS)**	**THANKSGIVING BREAK: NO SCHOOL**	**THANKSGIVING BREAK: NO SCHOOL**
Focus for Week 14: Physical Science – Mixtures and Solutions **Sub-Skills: Identify states of matter, changes in matter, and use measurement to find volume.**				
Monday, November 28, Day #65	Tuesday, November 29, Day #66 – **I1PART1**	Wednesday, November 30, Day #67 – **I1PART2**	Thursday, December 1, Day #68	Friday, December 2, Day #69
ANET Standard Skill – 5.M.3 – Unit conversions (within a system)				
State Standard - 2.2.A Most materials are physical mixtures. Physical mixtures can be composed of different kinds of materials, each having distinct physical properties. These physical property differences can be used to separate, sort, and group the materials of the mixture. **Sub-Skill 1:** Define matter, mixtures and solutions. **Sub-Skill 2:** Identify the three states of matter and changes in states of matter.	**State Standard –** 2.2.A Most materials are physical mixtures. Physical mixtures can be composed of different kinds of materials, each having distinct physical properties. These physical property differences can be used to separate, sort, and group the materials of the mixture. **Sub-Skill 1:** Observe and identify properties of matter. **Sub-Skill 2:** Identify ways to separate mixtures and solutions using observations of properties.	**State Standard -** 2.3.A The mass of an object remains unchanged when broken into parts. The sum of the parts equals the whole. **Sub-Skill 1:** Identify units of and tools for measurement of volume and mass. **Sub-Skill 2:** Find the volume of mixtures and solutions.	**State Standard -** 2.2.B Mixtures can consist of different combinations of solids and/or liquids. **Sub-Skill 1:** Compare and contrast mixtures and solutions. **Sub-Skill 2:** Illustrate the process of evaporation and predict the results of evaporating a solution.	**State Standard –** All DE standards covered in days #65 through #68. **Sub-Skill 1:** Demonstrate knowledge of states of matter, changes in matter and how to find volume in mixtures.

Focus for Week 15: Physical Science – Mixture and Solutions

Sub-Skills: Examine objects and material and identify tools that would separate those objects.

Monday, December 5, Day #70 – **I1PART3 and I1PART4**	Tuesday, December 6, Day #71	Wednesday, December 7, Day #72 – **I2PART1&2**	Thursday, December 8, Day #73 – **I2PART3&4**	Friday, December 9, Day #74 ½ Day – one hour block
ANET Standard Skill – 5.LD-V.10. Determine the meaning of unfamiliar words in context using definitions and examples stated in the text.				
State Standard – 2.1. A. Observable physical properties can be used to classify materials. These physical properties may include solubility, mass, magnetism, and electrical conductivity. Tools such as graduated cylinders, balances, rulers, magnifiers, simple circuits, and magnets are used to study the physical properties. **Sub-Skill 1:** Identify the patterns of salt crystals. **Sub-Skill 2:** Use knowledge of properties of matter and tools to separate a suspension mixture.	**State Standard** – 2.2. C. Physical properties can be used to separate mixtures through techniques such as filtration and evaporation. **Sub-Skill 1:** Review the separation of a suspension mixture. **Sub-Skill 2:** Change suspension mixture separation plan to improve separation results.	**State Standard -** 2.3.A The mass of an object remains unchanged when broken into parts. The sum of the parts equals the whole. **Sub-Skill 1:** Define saturation and identify evidence of saturation. **Sub-Skill 2:** Use a balance to find evidence of conservation of matter.	**State Standard -** 2.2.D When a solid is dissolved in a liquid, a solution is formed that can be separated through the process of evaporation. **Sub-Skill 1:** Deduce chemicals in a solution. **Sub-Skill 2:** Identify and compare crystals.	**State Standard –** All DE standards covered in days #70 through #73. **Sub-Skill 1:** Demonstrate knowledge of property identification and effective tools for separation.

Focus for Week 16: Physical Science – Mixtures and Solutions

Sub-Skills: Compare and contrast compounds with different concentrations, find evidence of chemical reaction.

Monday, December 12, Day #75 – **I3PART1**	Tuesday, December 13, Day #76 – **I3PART2&3**	Wednesday, December 14, Day #77 – **I4PART1&2**	Thursday, December 15, Day #78 – **I4PART3**	Friday, December 16, Day #79
ANET Standard Skill – 5.PRA.3 – Properties of equality				
State Standard - 2.1. A. Observable physical properties can be used to classify materials. These physical properties may include solubility, mass, magnetism, and electrical conductivity. Tools such as graduated cylinders, balances, rulers, magnifiers, simple circuits, and magnets are used to study the physical properties. **Sub-Skill 1:** Differentiate solutions based on observable properties. **Sub-Skill 2:** Define and describe concentration.	**State Standard -** 2.2.A Most materials are physical mixtures. Physical mixtures can be composed of different kinds of materials, each having distinct physical properties. These physical property differences can be used to separate, sort, and group the materials of the mixture. **Sub-Skill 1:** Use a balance to determine the relative concentration of salt solutions. **Sub-Skill 2:** Use knowledge of conservation of matter and measurement to determine the relative concentration of mystery solutions.	**State Standard -** 2.2. C. Physical properties can be used to separate mixtures through techniques such as filtration and evaporation. **Sub-Skill 1:** Define chemical reaction and identify evidence of chemical reactions. **Sub-Skill 2:** Plan and use filtering and evaporation techniques to separate the products of reactions.	**State Standard -** 2.2.B. Mixtures can consist of different combinations of solids and/or liquids. The characteristics of these resulting mixtures depend on the relative amounts and properties of the components. **Sub-Skill 1:** Examine the products of chemical reactions. **Sub-Skill 2:** Review mixtures and solutions terminology.	**State Standard –** All DE standards covered in days #75 through #78. **Sub-Skill 1:** Demonstrate knowledge of concentration and chemical reactions.

Focus for Week 17: Physical Science – Mixtures and Solutions

Sub-Skills: States of matter, conservation of matter, observation of properties, evaluation of mixtures and solutions based on observations and evidence.

Monday, December 19, Day #80	Tuesday, December 20, Day #81 – **UNIT REVIEW**	Wednesday, December 21, Day #82 - **UNIT ASSESSMENT**	Thursday, December 22, Day #83	Friday, December 23
ANET Standard Skill – 5.IT-E.5. Identify common organizational structures such as chronological order and cause and effect.				

POSSIBLE RETEACH/BUFFER SPACE **State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard –** All DE standards covered in Physical Science. **Sub-Skill 1:** Demonstrate knowledge of material properties, states of matter, conservation of matter and using observations, data and analysis to identify substances.	**State Standard –** All DE standards covered in Physical Science. **Sub-Skill 1:** Demonstrate knowledge of material properties, states of matter, conservation of matter and using observations, data and analysis to identify substances.	**State Standard** – 2.2.B. Mixtures can consist of different combinations of solids and/or liquids. The characteristics of these resulting mixtures depend on the relative amounts and properties of the components. 2.1. B. Heating and cooling of materials may produce changes in the state of solids, liquids and gases. **Sub-Skill 1:** Create ice cream. **Sub-Skill 2:** Create snot.	**WINTER BREAK: NO SCHOOL (PD DAY FOR TEACHERS)**
Focus for Week 18: N/A **Sub-Skills: N/A**				
Monday, January 2	Tuesday, January 3	Wednesday, January 4, Day #85	Thursday, January 5, Day #86	Friday, January 6, Day #87
WINTER BREAK: NO SCHOOL)	**WINTER BREAK: NO SCHOOL (PD DAY FOR TEACHERS)**	**CULTURE RESET (NO ACADEMIC CLASSES)**	**CULTURE RESET**	**CULTURE RESET**
Focus for Week 19: Civics **Sub-Skills: Describe the purpose of the constitution, identify how the U.S. population came to the U.S. (through history)**				
Monday, January 9, Day #87	Tuesday, January 10, Day #88	Wednesday, January 11, Day #89	Thursday, January 12, Day #90	Friday, January 13, Day #91
ANET Standard Skill –				
State Standard – 1.5.A Students will understand that governments have a variety of structures and exist for many purposes and that in America these are explained in the United States and State constitutions. **Sub-Skill 1:** Define types of government. **Sub-Skill 2:** List needs of the people and the roles of government.	State Standard – 1.5.A Students will study historical events and persons within a given time frame in order to create a chronology and identify related cause-and-effect factors. **Sub-Skill 1:** Sequence the founding of our country. **Sub-Skill 2:** Differentiate points of view regarding the founding of our country.	State Standard – 2.5.A Students will identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed. **Sub-Skill 1:** Analyze the Constitution of the United States. **Sub-Skill 2:** Discuss the construction of the Constitution.	State Standard – 2.5.B Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time. **Sub-Skill 1:** Identify how the Constitution was to create change in the colonies. **Sub-Skill 2:** Debate any alternate ideas against the Constitution and why they might have occurred.	**State Standard –** All DE Standards covered in days #87 through #90. **Sub-Skill 1:** Demonstrate knowledge of the history of the development of our country and the significance of the constitution.
Focus for Week 20: Civics **Sub-Skills: Identify the 3 branches of government and the rights of the states and the nation.**				
Monday, January 16	Tuesday, January 17, Day #92	Wednesday, January 18, Day #93	Thursday, January 19, Day #94	Friday, January 20, Day #95
ANET Standard Skill –				
MLK DAY: NO SCHOOL	State Standard – 1.5.B Students will understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers. **Sub-Skill 1:** Define the judicial branch.	State Standard - 1.5.B Students will understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers. **Sub-Skill 1:** Define the legislative branch.	**State Standard –** 1.5.A Students will understand that governments have a variety of structures and exist for many purposes and that in America these are explained in the United States and State constitutions. **Sub-Skill 1:** Review the federal branches of government and	**State Standard -** All DE Standards covered in days #92 through #94. **Sub-Skill 1:** Demonstrate knowledge of the three branches of government and powers of the state and the nation.

	Sub-Skill 2: Define the executive branch.	**Sub-Skill 2:** Identify the powers of all three branches.	the way they interact. **Sub-Skill 2:** Identify the state level branches of government.	
Focus for Week 21: Civics **Sub-Skills: Outline and analyze the roles, rights and responsibilities of citizens and the Bill of Rights.**				
Monday, January 23, Day #96	Tuesday, January 24, Day #97	Wednesday, January 25, Day #98	Thursday, January 26, Day #99	Friday, January 27, Day #100 End of Quarter 2
ANET Standard Skill –				
State Standard – 3.5.A Students will identify the fundamental rights of all American citizens as enumerated in the Bill of Rights. **Sub-Skill 1:** Describe the Bill of Rights. **Sub-Skill 2:** Paraphrase the articles in the Bill of Rights.	State Standard - 3.5.A Students will identify the fundamental rights of all American citizens as enumerated in the Bill of Rights. **Sub-Skill 1:** Identify the importance of the Bill of Rights to citizens. **Sub-Skill 2:** Explain the limits on the rights of citizens.	**Interim #3 Math**	State Standard – 3.5.B Students will apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations. **Sub-Skill 1:** Use knowledge of the Bill of Rights. **Sub-Skill 2:** Analyze how the Bill of Rights applies to everyday life.	State Standard – All DE standards covered in days #96 through #99 **Sub-Skill 1:** Demonstrate knowledge of the rights and responsibilities outline in the Bill of Rights and apply those rights to everyday situations.

Interim Cycle 4

Teacher:

Subject: MATH

Grade: 5

Focus for Week 22: Civics **Sub-Skills: Outline and analyze the roles, rights and responsibilities of the legislative branch.**				
Monday, January 30, Day #101	Tuesday, January 31, Day #102	Wednesday, February 1, Day #103	Thursday, February 2, Day #104 ½ Day – one hour block	Friday, February 3, Day #105 ½ Day – one hour block
ANET Standard Skill –				
State Standard - Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government] **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard -** Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government] **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard -** Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government] **Sub-Skill 1:** **Sub-Skill 2:**	State Standard – 1.5.A Students will understand that governments have a variety of structures and exist for many purposes and that in America these are explained in the United States and State constitutions. **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard -** All DE standards covered in days #100 through #104. **Sub-Skill 1:** Demonstrate knowledge of the rights roles and responsibilities of the legislative branch.
Focus for Week 23: Civics **Sub-Skills: Outline and analyze the roles, rights and responsibilities of the judicial branch and the people.**				
Monday, February 6, Day #106	Tuesday, February 7, Day #107	Wednesday, February 8, Day #108	Thursday, February 9, Day #109	Friday, February 10, Day #110
ANET Standard Skill –				

State Standard – 1.5.B Students will understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers. **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 24: BUFFER WEEK **Sub-Skills:**				
Monday, February 13, Day #111	Tuesday, February 14, Day #112	Wednesday, February 15, Day #113	Thursday, February 16, Day #114	Friday, February 17
ANET Standard Skill –				
State Standard **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**NO SCHOOL (PD DAY FOR TEACHERS)**
Focus for Week 25: Physical Science – Motion and Design **Sub-Skills:**				
Monday, February 20	Tuesday, February 21, Day #115	Wednesday, February 22, Day #116	Thursday, February 23, Day #117	Friday, February 24, Day #118
ANET Standard Skill –				
PRESIDENT'S DAY: NO SCHOOL	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 26: Physical Science – Motion and Design **Sub-Skills:**				
Monday, February 27, Day #119	Tuesday, February 28, Day #120	Wednesday, February 29, Day #121	Thursday, March 1, Day #122	Friday, March 2, Day #123
ANET Standard Skill –				
State Standard **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 27: Physical Science – Motion and Design **Sub-Skills:**				
Monday, March 5, Day #124	Tuesday, March 6, Day #125	Wednesday, March 7, Day #126	Thursday, March 8, Day #127	Friday, March 9, Day #128
ANET Standard Skill –				
State Standard	**State Standard**	**State Standard**	**State Standard**	**State Standard**

Sub-Skill 1: **Sub-Skill 2:**	**Sub-Skill 1:** **Sub-Skill 2:**	**Sub-Skill 1:** **Sub-Skill 2:**	**Sub-Skill 1:** **Sub-Skill 2:**	**Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 28: Physical Science – Motion and Design **Sub-Skills:**				
Monday, March 12, Day #129	Tuesday, March 13, Day #130	Wednesday, March 14, Day #131	Thursday, March 15, Day #132	Friday, March 16
ANET Standard Skill –				
State Standard **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**NO SCHOOL (PD DAY FOR TEACHERS)**
Focus for Week 29: Economics – JA Partnership **Sub-Skills:**				
Monday, March 19, Day #133	Tuesday, March 20, Day #134	Wednesday, March 21, Day #135	Thursday, March 22, Day #136	Friday, March 23, Day #137
ANET Standard Skill –				
State Standard **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 30: Economics – JA Partnership **Sub-Skills:**				
Monday, March 26, Day #138	Tuesday, March 27, Day #139	Wednesday, March 28, Day #140	Thursday, March 29, Day #141	Friday, March 30, Day #142
ANET Standard Skill –				
State Standard **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 31: Economics – JA Partnership **Sub-Skills:**				
Monday, April 2, Day #143	Tuesday, April 3, Day #144	Wednesday, April 4, Day #145	Thursday, April 5, Day #146	Friday, April 6
ANET Standard Skill –				
State Standard **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**	**SPRING BREAK: NO SCHOOL**

Sub-Skill 2:	**Sub-Skill 2:**	**Sub-Skill 2:**	**Sub-Skill 2:**	
Focus for Week 32: Economics – JA Partnership **Sub-Skills:**				
Monday, April 16, Day #147	Tuesday, April 17, Day #148	Wednesday, April 18, Day #149	Thursday, April 19, Day #150	Friday, April 20, Day #151 End of Quarter 3
ANET Standard Skill –				
State Standard **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**INTERIM #4 MATH**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**

(Post-Interims) Review; DCAS Testing Period

Teacher: Marsella

Subject: NFS

Grade: 5

Focus for Week 33: Economics – JA Partnership **Sub-Skills:**				
Monday, April 23, Day #152	Tuesday, April 24, Day #153	Wednesday, April 25, Day #154	Thursday, April 26, Day #155	Friday, April 27, Day #156 ½ Day – one hour block
ANET Standard Skill –				
State Standard **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 34: Economics – JA Partnership **Sub-Skills:**				
Monday, April 30, Day #157	Tuesday, May 1, Day #158	Wednesday, May 2, Day #159	Thursday, May 3, Day #160	Friday, May 4, Day #161
ANET Standard Skill –				
State Standard **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 35: Economics – JA Partnership **Sub-Skills:**				
Monday, May 7, Day #162	Tuesday, May 8, Day #163	Wednesday, May 9, Day #164	Thursday, May 10, Day #165	Friday, May 11, Day #166
ANET Standard Skill –				
State Standard **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**

Sub-Skill 2:	**Sub-Skill 2:**	**Sub-Skill 2:**	**Sub-Skill 2:**	**Sub-Skill 2:**
Focus for Week 36: Economics – JA Partnership **Sub-Skills:**				
Monday, May 14, Day #167	Tuesday, May 15, Day #168	Wednesday, May 16, Day #169	Thursday, May 17, Day #170	Friday, May 18, Day #171
ANET Standard Skill –				
State Standard **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 37: Economics – JA Partnership **Sub-Skills:**				
Monday, May 21, Day #172	Tuesday, May 22, Day #173	Wednesday, May 23, Day #174	Thursday, May 24, Day #175	Friday, May 25, Day #176 ½ Day – one hour block
ANET Standard Skill –				
State Standard **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**SCIENCE DCAS** **State Standard** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 38: **Sub-Skills:**				
Monday, May 28	Tuesday, May 29, Day #177	Wednesday, May 30, Day #178	Thursday, May 31, Day #179	Friday, June 1, Day #180
ANET Standard Skill –				
MEMORIAL DAY: NO SCHOOL	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 39: **Sub-Skills:**				
Monday, June 4, Day #181	Tuesday, June 5, Day #182	Wednesday, June 6, Day #183	Thursday, June 7, Day #184	Friday, June 8, Day #185
ANET Standard Skill –				
State Standard **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**

Sub-Skill 2:	**Sub-Skill 2:**	**Sub-Skill 2:**	**Sub-Skill 2:**	**Sub-Skill 2:**
Focus for Week 40: **Sub-Skills:**				
Monday, June 11, Day #186	Tuesday, June 12, Day #187	Wednesday, June 13, Day #188 ½ Day - Finals	Thursday, June 14, Day #189 ½ Day – Finals	Friday, June 15, Day #190 ½ Day - Finals
ANET Standard Skill –				
State Standard – All DE standards covered through the 2011-2012 school year. **Sub-Skill 1:** Review all content and standards covered through the school year.	**State Standard -** All DE standards covered through the 2011-2012 school year. **Sub-Skill 1:** Review all content and standards covered through the school year.	**MATH FINALS**	**ELA FINALS**	**SCIENCE/SS FINALS**

Interim Cycle 1
Teacher: Marsella
Subject: Nonfiction Studies
Grade: 5

Focus for Week 1: Scientific Method Skills **Sub-Skills: Effective note-taking, observation skills and data recording.**				
Monday, August 29, Day #6	Tuesday, August 30, Day #7	Wednesday, August 31, Day #8	Thursday, September 1, Day #9	Friday, September 2
ANET Standard Skill – **3.LT-G.6: Genre** – Identify common forms of literature (poetry, prose, fiction, nonfiction, and drama) using knowledge of their structural elements.				
RE-ORIENTATION: NO ACADEMIC CLASSES	**RE-ORIENTATION: NO ACADEMIC CLASSES**	**State Standard -** 1A. Understand that: Scientific investigations involve asking a focused scientific question. Investigations differ depending upon the question being asked. Be able to: Generate focused questions and informed predictions about the natural world. **Sub-Skill 1:** Practice questioning. **Sub-Skill 2:** Review skills needed to discover solutions to problems. (homework)	**State Standard -** 1C. Understand that: The purpose of accurate data collection is to provide evidence to compare with the prediction. Be able to: Accurately collect data using observations, simple tools and equipment. Display and organize data in tables, charts, diagrams, and bar graphs or plots over time. Compare and question results with and from others. **Sub-Skill 1:** Use 5 senses to observe. **Sub-Skill 2:** Organize observations.	**LABOR DAY: NO SCHOOL**
Focus for Week 2: Scientific Method **Sub-Skills: Identifying variables, controls and hypotheses.**				
Monday, September 5	Tuesday, September 6, Day #10	Wednesday, September 7, Day #11	Thursday, September 8, Day #12	Friday, September 9, Day #13 **ASSESSMENT**
ANET Standard Skill – RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.				
LABOR DAY: NO SCHOOL	**State Standard -** 1D. Understand that: The body of scientific knowledge grows as scientists ask questions, conduct investigations, develop explanations and compare results with what is already known. Be able to: Construct a reasonable explanation by analyzing evidence from the data. Revise the explanation after comparing results with other sources or after further investigation. **Sub-Skill 1:** Identify difference between surface level observations and detailed observations. **Sub-Skill 2:** Use observation skills to solve a simple problem.	**State Standard -** 1A. Understand that: Scientific investigations involve asking a focused scientific question. Investigations differ depending upon the question being asked. Be able to: Generate focused questions and informed predictions about the natural world. **Sub-Skill 1:** Distinguish difference between observation and inference. **Sub-Skill 2:** Make observations and inferences.	**State Standard -** 1 B. Understand that: Fair test design supports the validity of the investigation. Sometimes it is not possible to know everything that will have an effect on the investigation or control all conditions. Be able to: Design and conduct simple to multi-step investigations in order to test predictions. Keep constant all but the condition being tested. **Sub-Skill 1:** Define variable and control. **Sub-Skill 2:** Identify variables and control from examples.	**State Standard -** 1A, 1B, 1C and 1D **Sub-Skill 1:** Choose appropriate answers regarding science skills of observation, inference, variables and control. **Sub-Skill 2:** Choose appropriate answers regarding science skills of identifying variables and controls.
Focus for Week 3: Scientific Method				

Sub-Skills: Create questions, hypotheses, variables and observations.				
Monday, September 12, Day #14	Tuesday, September 13, Day #15	Wednesday, September 14, Day #16	Thursday, September 15, Day #17	Friday, September 16, Day #18
ANET Standard Skill – 5.NSO-C.14 – Add and subtract decimals; 5.NSO-E.23 – Estimate (whole numbers)				
State Standard - 1A. Understand that: Scientific investigations involve asking a focused scientific question. Investigations differ depending upon the question being asked. Be able to: Generate focused questions and informed predictions about the natural world. **Sub-Skill 1:** Develop experimental questions and hypotheses. **Sub-Skill 2:** Synthesize all information on scientific method skills to conduct an experiment.	**State Standard -** 1 A. Understand that: Scientific investigations involve asking a focused scientific question. Investigations differ depending upon the question being asked. Be able to: Generate focused questions and informed predictions about the natural world. **Sub-Skill 1:** Explain the importance of safety when experimenting. **Sub-Skill 2:** Explain some common safety procedures that should always be followed.	**State Standard -** 1E. Understand that: The purpose of communicating is to share and justify results. Scientists communicate their results to others, including the details that allow others to replicate the results. Be able to: Communicate procedures, data, and explanations to a variety of audiences. Justify the results by using evidence to form an argument. **Sub-Skill 1:** Design and conduct simple experiment using an IV and a DV. **Sub-Skill 2:** Communicate results.	**State Standard -** 6 A. Living organisms share common characteristics that distinguish them from non-living, dead, and dormant things. They grow, consume nutrients, exchange gases, respond to stimuli, reproduce, need water, eliminate waste, and are composed of cell(s). [6th grade Standard] **Sub-Skill 1:** Practice observation, inference and hypotheses. **Sub-Skill 2:** Practice using tools for scientific observation.	**State Standard –** DE Standard 1A through 1E **Sub-Skill 1:** Demonstrate knowledge of scientific process skills on the unit test.
Focus for Week 4: Ecology **Sub-Skills: Identification of living and nonliving; needs of organisms; structures and functions of organisms.**				
Monday, September 19, Day #19 – ***LESSON 3***	Tuesday, September 20, Day #20 – ***LESSON 4***	Wednesday, September 21, Day #21 – ***LESSON 5***	Thursday, September 22, Day #22 – ***LESSON 6***	Friday, September 23, Day #23 - ***QUIZ***
ANET Standard Skill – RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text				
State Standard - 8.1.B All living organisms interact with the living and nonliving parts of their surroundings to meet their needs for survival. These interactions lead to a constant exchange of matter. **Sub-Skill 1:** Identify living and nonliving things. **Sub-Skill 2:** Identify needs of living things.	**State Standard –** 6.1.A. Structures that function for similar purposes in living things may have different appearances. **6.1.**C. Organisms can be grouped based on similarities and differences in their structures and functions. These may include characteristics such as appendages, roots and leaves of plants, or the presence or lack of a backbone. **Sub-Skill 1:** Label cells of plants and animals. **Sub-Skill 2:** List animal kingdoms and compare/contrast their structures.	**State Standard -** 8.2.A Plants need energy from the Sun, water and nutrients for growth and survival. 8.2.B. Animals eat plants or other animals that have eaten plants. Animals obtain energy and materials for body repair and growth from food. **Sub-Skill 1:** Label parts and functions of plants and photosynthesis. **Sub-Skill 2:** Label life cycles of animals. Sequence an introductory food chain.	**State Standard –** 8.2.B. Animals eat plants or other animals that have eaten plants. Animals obtain energy and materials for body repair and growth from food. 8.2.C. Dead plants and animals are broken down by decomposers **Sub-Skill 1:** Compare and contrast organisms. **Sub-Skill 2:** Identify and define producer, consumer, and decomposer.	**State Standard –** All DE Standards covered in days #19 through #22. **Sub-Skill 1:** Demonstrate knowledge of living and nonliving as well as functions and structures of organisms.
Focus for Week 5: Ecology **Sub-Skills: Create food chains from various biomes; identify adaptations; correlate cause and effect relationships in ecosystems.**				
Monday, September 26, Day	Tuesday, September 27, Day	Wednesday, September 28,	Thursday, September 29,	Friday, September 30, Day #28

#24 – ***LESSON 7***	#25	Day #26	Day #27	
ANET Standard Skill – 5.NSO-C.14 – Add and subtract decimals; 5.NSO-E.23 – Estimate (whole numbers); 5.PRA.1 - Patterns				
State Standard - 8.1.B All living organisms interact with the living and nonliving parts of their surroundings to meet their needs for survival. These interactions lead to a constant exchange of matter. **Sub-Skill 1:** Label water cycles. **Sub-Skill 2:** Create food chain based on biome.	**State Standard –** 8.1.C. Adaptations in organisms enable them to live and reproduce in certain environments. Those organisms that are best suited for a particular environment have adaptations that allow them to compete for available resources and cope with the physical conditions of their immediate surroundings. **Sub-Skill 1:** Identify hereditary adaptation and environmental adaptation. **Sub-Skill 2:** Create food chain based on biome.	**State Standard –** 8.1.D. Changes in an organism's environment may be either beneficial or harmful. Organisms may be affected by other organisms, by various physical factors (e.g., rainfall, temperature), by physical forces (e.g., storms, earthquakes), and by daily, seasonal, and annual cycles. **Sub-Skill 1:** Choose causes and effects of natural environmental changes. **Sub-Skill 2:** Create food chain based on biome.	**INTERIM #1 MATH**	**State Standard –** All DE Standards covered in days #24 through #26. **Sub-Skill 1:** Demonstrate knowledge of food chains and dependency/interdependency of organisms and objects in an environment.

Interim Cycle 2

Teacher: Marsella

Subject: NFS

Grade: 5

Focus for Week 6: Ecology **Sub-Skills: Identification of pollutants and trade-offs of human made pollutants.**				
Monday, October 3, Day #29 ***LESSON 8***	Tuesday, October 4, Day #30	Wednesday, October 5, Day #31 – ***LESSON 9***	Thursday, October 6, Day #32	Friday, October 7, Day #33 ½ Day – one hour block
ANET Standard Skill – 5.LD-V.11. Identify meanings, pronunciations, alternate word choices, correct spellings, and parts of speech of words using dictionaries and thesauri (printed and electronic).				
State Standard – 8.1.D. Changes in an organism's environment may be either beneficial or harmful. Organisms may be affected by other organisms, by various physical factors (e.g., rainfall, temperature), by physical forces (e.g., storms, earthquakes), and by daily, seasonal, and annual cycles. **Sub-Skill 1:** Choose causes and effects of human made environmental changes. **Sub-Skill 2:** Apply the scientific method to a pollution experiment.	**State Standard –** 6.3.A. An organism displays behaviors in response to internal cues, such as hunger, and external cues, such as light, temperature, or interaction with living things. **Sub-Skill 1:** Evaluate whether organisms in an environment are subject to environmental or human made disturbances. **Sub-Skill 2:** Explain the evidence behind the inferences relating to pollution.	**State Standard –** 6.4. B. Short term and long term studies are used to determine the effects of environmental changes (natural and man-made) on the health of the organisms within that environment. **Sub-Skill 1:** Research pollutants. **Sub-Skill 2:** Compare and contrast origins and effects of pollutants.	**State Standard –** 6.3. B. There are similarities and differences in how organisms respond to internal and external cues. These behaviors may include strategies for acquiring food, building shelters, or evading predators. **Sub-Skill 1:** Identify trade-offs of human resources/pollutants. **Sub-Skill 2:**Organize information on pollutants and their effect on environments and organisms.	**State Standard –** All DE standards covered in days #29 through #32. **Sub-Skill 1:** Demonstrate knowledge of human and environmental influences on ecosystems and trade-offs.
Focus for Week 7: Ecology **Sub-Skills: Creating hypotheses, IV, DV, control and graphical representation based on pollution experiments.**				
Monday, October 10, Day #34 – ***LESSON 10***	Tuesday, October 11, Day #35 – ***LESSON 11***	Wednesday, October 12, Day #36 – ***LESSON 12***	Thursday, October 13, Day #37 – ***LESSON 13***	Friday, October 14, Day #38

ANET Standard Skill – 5.IT-E.2. Distinguish fact from opinion in expository text, providing supporting evidence from text.				
State Standard – 6.4. B. Short term and long term studies are used to determine the effects of environmental changes (natural and man-made) on the health of the organisms within that environment. **Sub-Skill 1:** Research effects of pollutants on environments; be able to list 5 effects based on research and inference. **Sub-Skill 2:** Create a hypothesis to test.	**State Standard -** 6.4. B. Short term and long term studies are used to determine the effects of environmental changes (natural and man-made) on the health of the organisms within that environment. **Sub-Skill 1:** Diagram and graph initial data and observations. **Sub-Skill 2:** Create experiment draft with clear IV, DV and control.	**State Standard -** 6.4. B. Short term and long term studies are used to determine the effects of environmental changes (natural and man-made) on the health of the organisms within that environment. 6.1. E. In order to survive, populations within an ecosystem require a balance of resources. **Sub-Skill 1:** Track observations of experiment graphically. **Sub-Skill 2:** Predict the effects of changes to an ecosystem.	**State Standard -** 6.4. B. Short term and long term studies are used to determine the effects of environmental changes (natural and man-made) on the health of the organisms within that environment. 6.1. E. In order to survive, populations within an ecosystem require a balance of resources. **Sub-Skill 1:** Diagram water cycle. **Sub-Skill 2:** Predict how the water cycle might spread pollutants.	**State Standard –** All DE standards covered in days #34 through #37. **Sub-Skill 1:** Demonstrate knowledge of parts of the pollution experiment (IV, DV, control, hypotheses, appropriate graphical representation, conclusions)
Focus for Week 8: Ecology **Sub-Skills: Graphical tracking of observations; drawing conclusions based on observations; analyzing data to prove or disprove hypotheses.**				
Monday, October 17, Day #39	Tuesday, October 18, Day #40	Wednesday, October 19, Day #41	Thursday, October 20, Day #42	Friday, October 21, Day #43 ½ Day – one hour block
ANET Standard Skill – 5.DASP.1 – Data and Central Tendency (mean)				
State Standard - 6.4. B. Short term and long term studies are used to determine the effects of environmental changes (natural and man-made) on the health of the organisms within that environment. **Sub-Skill 1:** Track observations of experiments graphically. **Sub-Skill 2:** Utilize observations to draw conclusions and answer hypothesis.	**State Standard –** 6.1. C. Understand that: The purpose of accurate data collection is to provide evidence to compare with the prediction. Be able to: Accurately collect data using observations, simple tools and equipment. Display and organize data in tables, charts, diagrams, and bar graphs or plots over time. Compare and question results with and from others. **Sub-Skill 1:** Track observations of experiments graphically. **Sub-Skill 2:** Compose findings and conclusions in an organized manner.	**State Standard –** 6.1. C. Understand that: The purpose of accurate data collection is to provide evidence to compare with the prediction. Be able to: Accurately collect data using observations, simple tools and equipment. Display and organize data in tables, charts, diagrams, and bar graphs or plots over time. Compare and question results with and from others. **Sub-Skill 1:** Track observations of experiments graphically. **Sub-Skill 2:** Compose findings and conclusions in an organized manner.	**State Standard –** All DE standards covered in Ecology **Sub-Skill 1:** Demonstrate knowledge of ecology focusing on life processes and the nature and application of science and technology by reviewing content.	**UNIT ASSESSMENT** **State Standard –** All DE standards covered in Ecology. **Sub-Skill 1:** Demonstrate knowledge of ecology focusing on life processes and the nature and application of science and technology.
Focus for Week 9: Geography **Sub-Skills: Maps (Location – absolute and relative; Place)**				
Monday, October 24, Day #44	Tuesday, October 25, Day #45	Wednesday, October 26, Day #46	Thursday, October 27, Day #47	Friday, October 28, Day #48
ANET Standard Skill – 5.G.1 – Identify 2-D shapes; 5.G.2 – Identify 3-D shapes; 5.G.3 - Lines				
State Standard – Students will develop a personal geographic framework, or "mental map," and	**State Standard -** Students will develop a personal geographic framework, or "mental map," and	**State Standard -** Students will develop a personal geographic framework, or "mental map," and	**State Standard -** Students will develop a personal geographic framework, or "mental map," and	**State Standard -** Students will develop a personal geographic framework, or "mental map," and

understand the uses of maps and other geo-graphics [MAPS]. **Sub-Skill 1:** Use atlases to label the United States – states and capitals. **Sub-Skill 2:** Use atlases to label the world continents and oceans.	understand the uses of maps and other geo-graphics [MAPS]. **Sub-Skill 1:** Identify and define land features. **Sub-Skill 2:** Create a map of Delaware including major physical features, political divisions and human settlements.	understand the uses of maps and other geo-graphics [MAPS]. **Sub-Skill 1:** Use longitude and latitude to identify locations on a map. **Sub-Skill 2:** Identify similarities and differences between regions of the United States.	understand the uses of maps and other geo-graphics [MAPS]. **Sub-Skill 1:** Describe direction and use a compass rose. **Sub-Skill 2:** Analyze historical scenarios to determine how human choices and actions are selected.	understand the uses of maps and other geo-graphics [MAPS]. **Sub-Skill 1:** Demonstrate knowledge of mental mapping skills for Delaware, the United States and the continents and oceans.
Focus for Week 10: Geography **Sub-Skills: Environment (HEI)**				
Monday, October 31, Day #49	Tuesday, November 1, Day #50	Wednesday, November 2, Day #51	Thursday, November 3, Day #52	Friday, November 4, Day #53 End of Quarter 1
ANET Standard Skill – 5.ITE. 3. Compare (and contrast) the author's purpose in informational selections on the same topic.				
State Standard - Students will develop knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT]. **Sub-Skill 1:** Identify characteristics of physical environments. **Sub-Skill 2:** Identify human responses to physical environments.	**State Standard -** Students will develop knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT]. **Sub-Skill 1:** Explain causes and effects of urbanization. **Sub-Skill 2:** Explain causes and effects of development (i.e. – farming, damming, solar fields, etc.)	**INTERIM #2 MATH**	**State Standard -** Students will develop knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT]. **Sub-Skill 1:** Identify changes in human environment interaction through history. **Sub-Skill 2:** Deduce why changes occurred through history.	**State Standard -** Students will develop knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT]. **Sub-Skill 1:** Demonstrate knowledge of physical environments and human responses to those environments.

Interim Cycle 3

Teacher: Marsella

Subject: NFS

Grade: 5

Focus for Week 11: Geography **Sub-Skills: Place**				
Monday, November 7, Day #54	Tuesday, November 8, Day #55	Wednesday, November 9, Day #56	Thursday, November 10, Day #57 ½ Day – one hour block	Friday, November 11, Day #58
ANET Standard Skill – 5.DASP.1 – Data in plots, tables and graphs; 5.NSO-N.3 – Number line				
State Standard - Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES]. **Sub-Skill 1:** Identify the meaning of place in geographic terms (site and situation) **Sub-Skill 2:** Discuss and restate what makes specific locations unique.	**State Standard -** Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES]. **Sub-Skill 1:** Analyze a historical settlement map of Delaware focusing on landforms and human constructions. **Sub-Skill 2:** Conclude why those settlements were founded in their locations.	**State Standard -** Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES]. **Sub-Skill 1:** Analyze a current map of Delaware focusing on landforms and human constructions. **Sub-Skill 2:** Compare and contrast the historical and current maps and settlements of Delaware.	**State Standard -** Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES]. **Sub-Skill 1:** Demonstrate knowledge of place and reasons for changes in place.	**VETERANS DAY: NO SCHOOL**
Focus for Week 12: Geography **Sub-Skills: Region**				
Monday, November 14, Day #58	Tuesday, November 15, Day #59	Wednesday, November 16, Day #60	Thursday, November 17, Day #61	Friday, November 18, Day #62

ANET Standard Skill – 5.LT-TN.11. Compare different versions of the same story from different cultures.				
State Standard - Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS]. **Sub-Skill 1:** Define region. **Sub-Skill 2:** Identify the regions of Delaware.	**State Standard -** Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS]. **Sub-Skill 1:** Identify the regions of the United States. **Sub-Skill 2:** Characterize (generally) regions of the United States.	**State Standard -** Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS]. **Sub-Skill 1:** Identify weather patterns of regions of the United States. **Sub-Skill 2:** Relate weather of United States regions to agriculture of regions.	**State Standard -** Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS]. **Sub-Skill 1:** Identify socio-political choices of regions. **Sub-Skill 2:** Outline possible regional factors the affect the socio-political choices of regions.	**State Standard -** Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS]. **Sub-Skill 1:** Demonstrate knowledge of region and the regions of Delaware and the United States.
Focus for Week 13: Geography **Sub-Skills: Maps, landforms, human environment interaction, historical context.**				
Monday, November 21, Day #63 – ***UNIT TEST REVIEW***	Tuesday, November 22, Day #64 – ***UNIT TEST***	Wednesday, November 23	Thursday, November 24	Friday, November 25
ANET Standard Skill – 5.DASP.1 – Data in plots, tables and graphs; 5.LT-TN.11. Compare different versions of the same story from different cultures.				
State Standard – All DE standards covered in Geography. **Sub-Skill 1:** Demonstrate knowledge of geography focusing on maps, landforms, human environment interaction and geographical changes through history.	**State Standard -** All DE standards covered in Geography. **Sub-Skill 1:** Demonstrate knowledge of geography focusing on maps, landforms, human environment interaction and geographical changes through history.	**THANKSGIVING BREAK: NO SCHOOL (PD DAY FOR TEACHERS)**	**THANKSGIVING BREAK: NO SCHOOL**	**THANKSGIVING BREAK: NO SCHOOL**
Focus for Week 14: Physical Science – Mixtures and Solutions **Sub-Skills: Identify states of matter, changes in matter, and use measurement to find volume.**				
Monday, November 28, Day #65	Tuesday, November 29, Day #66 – **I1PART1**	Wednesday, November 30, Day #67 – **I1PART2**	Thursday, December 1, Day #68	Friday, December 2, Day #69
ANET Standard Skill – 5.M.3 – Unit conversions (within a system)				
State Standard - 2.2.A Most materials are physical mixtures. Physical mixtures can be composed of different kinds of materials, each having distinct physical properties. These physical property differences can be used to separate, sort, and group the materials of the mixture. **Sub-Skill 1:** Define matter, mixtures and solutions. **Sub-Skill 2:** Identify the three states of matter and changes in states of matter.	**State Standard –** 2.2.A Most materials are physical mixtures. Physical mixtures can be composed of different kinds of materials, each having distinct physical properties. These physical property differences can be used to separate, sort, and group the materials of the mixture. **Sub-Skill 1:** Observe and identify properties of matter. **Sub-Skill 2:** Identify ways to separate mixtures and solutions using observations of properties.	**State Standard -** 2.3.A The mass of an object remains unchanged when broken into parts. The sum of the parts equals the whole. **Sub-Skill 1:** Identify units of and tools for measurement of volume and mass. **Sub-Skill 2:** Find the volume of mixtures and solutions.	**State Standard -** 2.2.B Mixtures can consist of different combinations of solids and/or liquids. **Sub-Skill 1:** Compare and contrast mixtures and solutions. **Sub-Skill 2:** Illustrate the process of evaporation and predict the results of evaporating a solution.	**State Standard –** All DE standards covered in days #65 through #68. **Sub-Skill 1:** Demonstrate knowledge of states of matter, changes in matter and how to find volume in mixtures.

Focus for Week 15: Physical Science – Mixture and Solutions

Sub-Skills: Examine objects and material and identify tools that would separate those objects.

Monday, December 5, Day #70 – **I1PART3 and I1PART4**	Tuesday, December 6, Day #71	Wednesday, December 7, Day #72 – **I2PART1&2**	Thursday, December 8, Day #73 – **I2PART3&4**	Friday, December 9, Day #74 ½ Day – one hour block
ANET Standard Skill – 5.LD-V.10. Determine the meaning of unfamiliar words in context using definitions and examples stated in the text.				
State Standard – 2.1. A. Observable physical properties can be used to classify materials. These physical properties may include solubility, mass, magnetism, and electrical conductivity. Tools such as graduated cylinders, balances, rulers, magnifiers, simple circuits, and magnets are used to study the physical properties. **Sub-Skill 1:** Identify the patterns of salt crystals. **Sub-Skill 2:** Use knowledge of properties of matter and tools to separate a suspension mixture.	**State Standard** – 2.2. C. Physical properties can be used to separate mixtures through techniques such as filtration and evaporation. **Sub-Skill 1:** Review the separation of a suspension mixture. **Sub-Skill 2:** Change suspension mixture separation plan to improve separation results.	**State Standard -** 2.3.A The mass of an object remains unchanged when broken into parts. The sum of the parts equals the whole. **Sub-Skill 1:** Define saturation and identify evidence of saturation. **Sub-Skill 2:** Use a balance to find evidence of conservation of matter.	**State Standard -** 2.2.D When a solid is dissolved in a liquid, a solution is formed that can be separated through the process of evaporation. **Sub-Skill 1:** Deduce chemicals in a solution. **Sub-Skill 2:** Identify and compare crystals.	**State Standard –** All DE standards covered in days #70 through #73. **Sub-Skill 1:** Demonstrate knowledge of property identification and effective tools for separation.

Focus for Week 16: Physical Science – Mixtures and Solutions

Sub-Skills: Compare and contrast compounds with different concentrations, find evidence of chemical reaction.

Monday, December 12, Day #75 – **I3PART1**	Tuesday, December 13, Day #76 – **I3PART2&3**	Wednesday, December 14, Day #77 – **I4PART1&2**	Thursday, December 15, Day #78 – **I4PART3**	Friday, December 16, Day #79
ANET Standard Skill – 5.PRA.3 – Properties of equality				
State Standard - 2.1. A. Observable physical properties can be used to classify materials. These physical properties may include solubility, mass, magnetism, and electrical conductivity. Tools such as graduated cylinders, balances, rulers, magnifiers, simple circuits, and magnets are used to study the physical properties. **Sub-Skill 1:** Differentiate solutions based on observable properties. **Sub-Skill 2:** Define and describe concentration.	**State Standard -** 2.2.A Most materials are physical mixtures. Physical mixtures can be composed of different kinds of materials, each having distinct physical properties. These physical property differences can be used to separate, sort, and group the materials of the mixture. **Sub-Skill 1:** Use a balance to determine the relative concentration of salt solutions. **Sub-Skill 2:** Use knowledge of conservation of matter and measurement to determine the relative concentration of mystery solutions.	**State Standard -** 2.2. C. Physical properties can be used to separate mixtures through techniques such as filtration and evaporation. **Sub-Skill 1:** Define chemical reaction and identify evidence of chemical reactions. **Sub-Skill 2:** Plan and use filtering and evaporation techniques to separate the products of reactions.	**State Standard -** 2.2.B. Mixtures can consist of different combinations of solids and/or liquids. The characteristics of these resulting mixtures depend on the relative amounts and properties of the components. **Sub-Skill 1:** Examine the products of chemical reactions. **Sub-Skill 2:** Review mixtures and solutions terminology.	**State Standard –** All DE standards covered in days #75 through #78. **Sub-Skill 1:** Demonstrate knowledge of concentration and chemical reactions.

Focus for Week 17: Physical Science – Mixtures and Solutions

Sub-Skills: States of matter, conservation of matter, observation of properties, evaluation of mixtures and solutions based on observations and evidence.

Monday, December 19, Day #80	Tuesday, December 20, Day #81 – **UNIT REVIEW**	Wednesday, December 21, Day #82 - **UNIT ASSESSMENT**	Thursday, December 22, Day #83	Friday, December 23
ANET Standard Skill – 5.IT-E.5. Identify common organizational structures such as chronological order and cause and effect.				

POSSIBLE RETEACH/BUFFER SPACE **State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard –** All DE standards covered in Physical Science. **Sub-Skill 1:** Demonstrate knowledge of material properties, states of matter, conservation of matter and using observations, data and analysis to identify substances.	**State Standard –** All DE standards covered in Physical Science. **Sub-Skill 1:** Demonstrate knowledge of material properties, states of matter, conservation of matter and using observations, data and analysis to identify substances.	**State Standard** – 2.2.B. Mixtures can consist of different combinations of solids and/or liquids. The characteristics of these resulting mixtures depend on the relative amounts and properties of the components. 2.1. B. Heating and cooling of materials may produce changes in the state of solids, liquids and gases. **Sub-Skill 1:** Create ice cream. **Sub-Skill 2:** Create snot.	**WINTER BREAK: NO SCHOOL (PD DAY FOR TEACHERS)**
Focus for Week 18: N/A **Sub-Skills: N/A**				
Monday, January 2	Tuesday, January 3	Wednesday, January 4, Day #85	Thursday, January 5, Day #86	Friday, January 6, Day #87
WINTER BREAK: NO SCHOOL)	**WINTER BREAK: NO SCHOOL (PD DAY FOR TEACHERS)**	**CULTURE RESET (NO ACADEMIC CLASSES)**	**CULTURE RESET**	**CULTURE RESET**
Focus for Week 19: Civics **Sub-Skills: Describe the purpose of the constitution, identify how the U.S. population came to the U.S. (through history)**				
Monday, January 9, Day #87	Tuesday, January 10, Day #88	Wednesday, January 11, Day #89	Thursday, January 12, Day #90	Friday, January 13, Day #91
ANET Standard Skill –				
State Standard – 1.5.A Students will understand that governments have a variety of structures and exist for many purposes and that in America these are explained in the United States and State constitutions. **Sub-Skill 1:** Define types of government. **Sub-Skill 2:** List needs of the people and the roles of government.	State Standard – 1.5.A Students will study historical events and persons within a given time frame in order to create a chronology and identify related cause-and-effect factors. **Sub-Skill 1:** Sequence the founding of our country. **Sub-Skill 2:** Differentiate points of view regarding the founding of our country.	State Standard – 2.5.A Students will identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed. **Sub-Skill 1:** Analyze the Constitution of the United States. **Sub-Skill 2:** Discuss the construction of the Constitution.	State Standard – 2.5.B Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time. **Sub-Skill 1:** Identify how the Constitution was to create change in the colonies. **Sub-Skill 2:** Debate any alternate ideas against the Constitution and why they might have occurred.	**State Standard –** All DE Standards covered in days #87 through #90. **Sub-Skill 1:** Demonstrate knowledge of the history of the development of our country and the significance of the constitution.
Focus for Week 20: Civics **Sub-Skills: Identify the 3 branches of government and the rights of the states and the nation.**				
Monday, January 16	Tuesday, January 17, Day #92	Wednesday, January 18, Day #93	Thursday, January 19, Day #94	Friday, January 20, Day #95
ANET Standard Skill –				
MLK DAY: NO SCHOOL	State Standard – 1.5.B Students will understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers. **Sub-Skill 1:** Define the judicial branch.	State Standard - 1.5.B Students will understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers. **Sub-Skill 1:** Define the legislative branch.	**State Standard –** 1.5.A Students will understand that governments have a variety of structures and exist for many purposes and that in America these are explained in the United States and State constitutions. **Sub-Skill 1:** Review the federal branches of government and	**State Standard -** All DE Standards covered in days #92 through #94. **Sub-Skill 1:** Demonstrate knowledge of the three branches of government and powers of the state and the nation.

	Sub-Skill 2: Define the executive branch.	**Sub-Skill 2:** Identify the powers of all three branches.	the way they interact. **Sub-Skill 2:** Identify the state level branches of government.	
Focus for Week 21: Civics **Sub-Skills: Outline and analyze the roles, rights and responsibilities of citizens and the Bill of Rights.**				
Monday, January 23, Day #96	Tuesday, January 24, Day #97	Wednesday, January 25, Day #98	Thursday, January 26, Day #99	Friday, January 27, Day #100 End of Quarter 2
ANET Standard Skill –				
State Standard – 3.5.A Students will identify the fundamental rights of all American citizens as enumerated in the Bill of Rights. **Sub-Skill 1:** Describe the Bill of Rights. **Sub-Skill 2:** Paraphrase the articles in the Bill of Rights.	State Standard - 3.5.A Students will identify the fundamental rights of all American citizens as enumerated in the Bill of Rights. **Sub-Skill 1:** Identify the importance of the Bill of Rights to citizens. **Sub-Skill 2:** Explain the limits on the rights of citizens.	**Interim #3 Math**	State Standard – 3.5.B Students will apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations. **Sub-Skill 1:** Use knowledge of the Bill of Rights. **Sub-Skill 2:** Analyze how the Bill of Rights applies to everyday life.	State Standard – All DE standards covered in days #96 through #99 **Sub-Skill 1:** Demonstrate knowledge of the rights and responsibilities outline in the Bill of Rights and apply those rights to everyday situations.

Interim Cycle 4

Teacher: Marsella

Subject: NFS

Grade: 5

Focus for Week 22: Civics **Sub-Skills: Outline and analyze the roles, rights and responsibilities of the legislative branch.**				
Monday, January 30, Day #101	Tuesday, January 31, Day #102	Wednesday, February 1, Day #103	Thursday, February 2, Day #104 ½ Day – one hour block	Friday, February 3, Day #105 ½ Day – one hour block
ANET Standard Skill –				
State Standard - Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government] **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard -** Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government] **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard -** Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy [Government] **Sub-Skill 1:** **Sub-Skill 2:**	State Standard – 1.5.A Students will understand that governments have a variety of structures and exist for many purposes and that in America these are explained in the United States and State constitutions. **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard -** All DE standards covered in days #100 through #104. **Sub-Skill 1:** Demonstrate knowledge of the rights roles and responsibilities of the legislative branch.
Focus for Week 23: Civics **Sub-Skills: Outline and analyze the roles, rights and responsibilities of the judicial branch and the people.**				
Monday, February 6, Day #106	Tuesday, February 7, Day #107	Wednesday, February 8, Day #108	Thursday, February 9, Day #109	Friday, February 10, Day #110
ANET Standard Skill –				

State Standard – 1.5.B Students will understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers. **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 24: BUFFER WEEK **Sub-Skills:**				
Monday, February 13, Day #111	Tuesday, February 14, Day #112	Wednesday, February 15, Day #113	Thursday, February 16, Day #114	Friday, February 17
ANET Standard Skill –				
State Standard **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**NO SCHOOL (PD DAY FOR TEACHERS)**
Focus for Week 25: Physical Science – Motion and Design **Sub-Skills:**				
Monday, February 20	Tuesday, February 21, Day #115	Wednesday, February 22, Day #116	Thursday, February 23, Day #117	Friday, February 24, Day #118
ANET Standard Skill –				
PRESIDENT'S DAY: NO SCHOOL	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 26: Physical Science – Motion and Design **Sub-Skills:**				
Monday, February 27, Day #119	Tuesday, February 28, Day #120	Wednesday, February 29, Day #121	Thursday, March 1, Day #122	Friday, March 2, Day #123
ANET Standard Skill –				
State Standard **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 27: Physical Science – Motion and Design **Sub-Skills:**				
Monday, March 5, Day #124	Tuesday, March 6, Day #125	Wednesday, March 7, Day #126	Thursday, March 8, Day #127	Friday, March 9, Day #128
ANET Standard Skill –				
State Standard	**State Standard**	**State Standard**	**State Standard**	**State Standard**

Sub-Skill 1: **Sub-Skill 2:**	**Sub-Skill 1:** **Sub-Skill 2:**	**Sub-Skill 1:** **Sub-Skill 2:**	**Sub-Skill 1:** **Sub-Skill 2:**	**Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 28: Physical Science – Motion and Design **Sub-Skills:**				
Monday, March 12, Day #129	Tuesday, March 13, Day #130	Wednesday, March 14, Day #131	Thursday, March 15, Day #132	Friday, March 16
ANET Standard Skill –				
State Standard **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**NO SCHOOL (PD DAY FOR TEACHERS)**
Focus for Week 29: Economics – JA Partnership **Sub-Skills:**				
Monday, March 19, Day #133	Tuesday, March 20, Day #134	Wednesday, March 21, Day #135	Thursday, March 22, Day #136	Friday, March 23, Day #137
ANET Standard Skill –				
State Standard **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 30: Economics – JA Partnership **Sub-Skills:**				
Monday, March 26, Day #138	Tuesday, March 27, Day #139	Wednesday, March 28, Day #140	Thursday, March 29, Day #141	Friday, March 30, Day #142
ANET Standard Skill –				
State Standard **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 31: Economics – JA Partnership **Sub-Skills:**				
Monday, April 2, Day #143	Tuesday, April 3, Day #144	Wednesday, April 4, Day #145	Thursday, April 5, Day #146	Friday, April 6
ANET Standard Skill –				
State Standard **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**	**SPRING BREAK: NO SCHOOL**

Sub-Skill 2:	**Sub-Skill 2:**	**Sub-Skill 2:**	**Sub-Skill 2:**	
Focus for Week 32: Economics – JA Partnership **Sub-Skills:**				
Monday, April 16, Day #147	Tuesday, April 17, Day #148	Wednesday, April 18, Day #149	Thursday, April 19, Day #150	Friday, April 20, Day #151 End of Quarter 3
ANET Standard Skill –				
State Standard **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**INTERIM #4 MATH**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**

(Post-Interims) Review; DCAS Testing Period

Teacher: Marsella

Subject: NFS

Grade: 5

Focus for Week 33: Economics – JA Partnership **Sub-Skills:**				
Monday, April 23, Day #152	Tuesday, April 24, Day #153	Wednesday, April 25, Day #154	Thursday, April 26, Day #155	Friday, April 27, Day #156 ½ Day – one hour block
ANET Standard Skill –				
State Standard **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 34: Economics – JA Partnership **Sub-Skills:**				
Monday, April 30, Day #157	Tuesday, May 1, Day #158	Wednesday, May 2, Day #159	Thursday, May 3, Day #160	Friday, May 4, Day #161
ANET Standard Skill –				
State Standard **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 35: Economics – JA Partnership **Sub-Skills:**				
Monday, May 7, Day #162	Tuesday, May 8, Day #163	Wednesday, May 9, Day #164	Thursday, May 10, Day #165	Friday, May 11, Day #166
ANET Standard Skill –				
State Standard **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**

Sub-Skill 2:	**Sub-Skill 2:**	**Sub-Skill 2:**	**Sub-Skill 2:**	**Sub-Skill 2:**
Focus for Week 36: Economics – JA Partnership **Sub-Skills:**				
Monday, May 14, Day #167	Tuesday, May 15, Day #168	Wednesday, May 16, Day #169	Thursday, May 17, Day #170	Friday, May 18, Day #171
ANET Standard Skill –				
State Standard **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 37: Economics – JA Partnership **Sub-Skills:**				
Monday, May 21, Day #172	Tuesday, May 22, Day #173	Wednesday, May 23, Day #174	Thursday, May 24, Day #175	Friday, May 25, Day #176 ½ Day – one hour block
ANET Standard Skill –				
State Standard **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**SCIENCE DCAS** **State Standard** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 38: **Sub-Skills:**				
Monday, May 28	Tuesday, May 29, Day #177	Wednesday, May 30, Day #178	Thursday, May 31, Day #179	Friday, June 1, Day #180
ANET Standard Skill –				
MEMORIAL DAY: NO SCHOOL	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**	**State Standard** **Sub-Skill 1:** **Sub-Skill 2:**
Focus for Week 39: **Sub-Skills:**				
Monday, June 4, Day #181	Tuesday, June 5, Day #182	Wednesday, June 6, Day #183	Thursday, June 7, Day #184	Friday, June 8, Day #185
ANET Standard Skill –				
State Standard **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**	**State Standard** **Sub-Skill 1:**

Sub-Skill 2:	**Sub-Skill 2:**	**Sub-Skill 2:**	**Sub-Skill 2:**	**Sub-Skill 2:**
Focus for Week 40: **Sub-Skills:**				
Monday, June 11, Day #186	Tuesday, June 12, Day #187	Wednesday, June 13, Day #188 ½ Day - Finals	Thursday, June 14, Day #189 ½ Day – Finals	Friday, June 15, Day #190 ½ Day - Finals
ANET Standard Skill –				
State Standard – All DE standards covered through the 2011-2012 school year. **Sub-Skill 1:** Review all content and standards covered through the school year.	**State Standard -** All DE standards covered through the 2011-2012 school year. **Sub-Skill 1:** Review all content and standards covered through the school year.	**MATH FINALS**	**ELA FINALS**	**SCIENCE/SS FINALS**

Unit Title: Bill of Rights **Grade Level(s):** 5
Subject/Topic Areas: Nonfiction Studies: Civics

Key Vocabulary: Constitution, Citizenship, Branches of Government, Amendment

Designed By: Prestige Academy **Time Frame:** 25 hours
Date: January 2012

SUMMARY OF PURPOSE:

History and experience suggested to the Founding generation that power and those who held it posed a constant threat to liberty and individual rights. The ratification of the Constitution depended partly on some assurances that the increased powers that were delegated to the new national government would be limited in a manner that respected the fundamental rights of a free people.

The Constitution guarantees many different rights to everyone in the United States, but those rights are relative, not absolute. Does one person's right to a speedy trial infringe on another person's right to a fair trial? When might freedom of speech threaten public order? Under what conditions might freedom of the press conflict with the right to a fair trial? Does the Second Amendment grant the *individual* right to bear arms? Do property rights forbid sharing of music online? Effective citizenship depends on an understanding of the limits as well as the scope of rights.

The rights enumerated in the U.S. Constitution are so fundamental to American democracy and the freedom of Americans that one can understand why they are stressed in three of the four Delaware Civics Standards. Students are required to know the enumerated rights, which require some understanding of the purpose and application of the rights. Of course, there is some ambiguity and resultant controversy about each of the rights. At this grade level, students should know the enumerated rights, understand the reasons for them, and be aware of some of the ambiguities and controversies.

The application of the Bill of Rights to "everyday situations" obviously calls for a deeper understanding than *what* and *why* of the enumerated rights. The student is asked to understand the principles behind major rulings of the Supreme Court and the ambiguities and controversies that adhere to every right in the Bill. What are the limits to freedom of expression and religion? How does the First Amendment allow citizens to inform government leaders of what they think? How can a student protest what he or she considers an unfair situation?

The application of the rights to specific cases should lead to the understanding that the rights of one are necessarily constrained by the rights of others and the needs of public order and welfare. The student should gain a growing appreciation of the conflicts and tradeoffs between values involved in freedom. By examining the principles expressed in the specific rights in their practical application, students should learn to discriminate between situations where rights are relatively clear and secure and situations where they are not.

Stage 1: Desired Results

Common Core/ Delaware Standards

Primary:

- Civics Standard Three 4-5a: Students will identify the fundamental rights of all American citizens as enumerated in the Bill of Rights.
- Civics Standard Three 4-5b: Students will apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations.

Key Concepts/Big Ideas

- Citizenship

Enduring Understandings

Students will understand that…

- Effective citizens are committed to protecting rights for themselves, other citizens, and future generations by upholding their civic responsibilities and are aware of the potential consequences of inaction.
- Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom.

Essential Questions

- Why are the rights in the Bill of Rights important to American citizens?
- Why are the rights of American citizens limited?
- How is the Bill of Rights applied in everyday life?

Real World Context

How is the Bill of Rights applied in everyday life?

- Find newspaper articles on Constitutional issues: right to life, right to privacy, death penalty, Miranda, etc.
- See **Handout 5 – Scenarios** in Appendix A

Learning Targets/Goals

Students will know…

- Rights of a citizen in the Bill of Rights.
- The purpose of the Bill of Rights.
- Principles behind major rulings of the Supreme Court.
- Ambiguities and controversies that adhere to every right in the Bill of Rights.

Students will be able to… (21st century skills)

- Discriminate between situations where rights are relatively clear and secure and situations where they are not.
- Understand multiple causes and use information to predict likely effects.
- Use content-appropriate vocabulary in order to communicate understanding of Civics content and concepts.
- Use Civics content and concepts as evidence to solve problems and to make and support reasoned decisions, explanations, conclusions, or predictions.

Stage 2: Evidence of Student Achievement

Transfer Task

Performance Task

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a new setting or context.

The assessment and rubric should be reviewed with students prior to any instruction. Students should complete the assessment after instruction.

Essential Question Measured by the Transfer Task

- How is the Bill of Rights applied in everyday life?

Prior Knowledge	Now that you have learned about the protections guaranteed in the Bill of Rights, you are ready to apply that knowledge in order to explain how the protections apply in everyday life.
Problem	The local school board recently adopted a student dress policy. The new policy states that no student is allowed to wear any headgear, including hats and scarves. A small group of students is petitioning the school board to change the policy. These students believe that they should have the right to wear hats of their choice.
Role	You are a student in this school district.
Product	Write an email to the president of the school board or draft a petition explaining your position on the issue of the student dress policy.
Criteria for an Exemplary Response	Be sure to include these items in your email: • A position that is clear and supported with details. • Vocabulary that shows you know and can apply the Bill of Rights. • Refer to rights in the Bill of Rights as evidence for your explanation and conclusion.

Rubrics for Transfer Tasks

Rubric

Scoring Category Product reveals…	Score Point 3	Score Point 2	Score Point 1
1. knowledge of the Bill of Rights	Cites **specific and relevant rights** embedded in the Bill of Rights.	**Makes vague but appropriate** references to rights embedded in the Bill of Rights.	Cites rights **lacking connection** to the Bill of Rights.
2. application of the Bill of Rights.	**Appropriate** connections between rights listed in the Bill of Rights and positions are **explained convincingly**.	**Appropriate** connections between rights listed in the Bill of Rights and positions are **explained**.	Rights are described but **poorly connected** to the Bill of Rights and/or the position taken.
3. development of a position.	**Thoroughly** developed position that is **clear and well supported** with details or examples.	**Partially** developed position that is **somewhat clear and adequately supported** with details or examples.	**Minimally** developed position that is **not clear and poorly supported** with details or examples.
4. use of content-appropriate vocabulary.	**Specific** content-appropriate vocabulary that **effectively** communicates understanding of Civics content and concepts.	**Vague or non-specific** content-appropriate vocabulary that **may** communicate understanding of Civics content and concepts.	**No** content-appropriate vocabulary and **does not** communicate understanding of Civics content and concepts.

Total Score: ____
Above the Standard: 8–9 points
Meets the Standard: *7 points
Below the Standard: 3–6 points

*Note: Product must score at least a 2 on constructs 1 and 2 in the rubric to "meet the standard."

Formative Assessments:(e.g., tests, quizzes, prompts, work samples, observations)
All copies can be found in Appendix A.

Summative Assessments:
Comprehensive exams
Aligned to standards

Student Self-Assessment and Reflection

When students are required to think about their own learning, to articulate what they understand and what they still need to learn, achievement improves.

Black and William, 1998; Sternberg, 1996; Young, 2000

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.
The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

Instructional Resources

Loc.gov
Time for Kids
PBS.org

Differentiation

WIDA English Language Proficiency Standards for English language Learners.
http://www.wida.us/Resources/standards/
Flexible grouping for reading assessments.
Read Aloud.
Provide students with scribes.
Use assistive technology.
Use bilingual tests.

Enrichment

Current events analysis.
Letters to representatives and senators.
Organize a simulated protest.

Stage 3: Learning Plan

The acronym WHERETO summarizes key elements to consider when designing an effective and engaging learning plan.

W – Help the students know Where the unit is going and What is expected? Help the teachers know Where the students are coming from (prior knowledge, interests)

H – Hook all students and Hold their interest?

E – Equip students, help them Experience the key ideas and Explore the issues?

R – Provide opportunities to Rethink and Revise their understandings and work?

E – Allow students to Evaluate their work and its implications?

T – Be Tailored (personalized) to the different needs, interests, and abilities of learners?

O – Be Organized to maximize initial and sustained engagement as well as effective learning?

Lesson One

Essential Question

- Why are the rights in the Bill of Rights important to American citizens?

Instructional Strategies

Strategy 1: Gathering Information Think-Pair-Share

Post the essential question for students. Write the words "rights" and "responsibilities" on the board. Have students brainstorm using a Think-Pair-Share strategy and Handout 1 – Word Webs or have students construct a similar one.

Note to teacher: Keep in mind the content of the Bill of Rights as you evaluate student responses.

Think-Pair-Share

First, the teacher poses an open-ended question or problem. Each individual student takes approximately one minute to think about an answer or solution and record their thoughts. (The teacher may want to collect these notes as non-graded formative assessment evidence.) The student then pairs up with another student in order to discuss their answers or solutions together. The whole class reports in partners their various answers and solutions.

http://www.wcer.wisc.edu/archive/cl1/CL/doingcl/thinkps.htm

Check for Understanding

Use the following sentence starters to have students reflect upon the concepts of rights and responsibilities and what they might learn in this unit.

- Rights are like freedoms because…
- Responsibilities are important because…

This assessment checks for understanding of the Civics concepts in the K–3 benchmark. The standards become more complex as students mature, and it is important to ensure students understand the concepts of rights and responsibilities before beginning instruction for the grades 4-5 benchmark.

Strategy 2: Extending and Refining Categorizing

Have students work in groups of 4 to develop an understanding of the difference between children's rights/responsibilities and adults' rights/responsibilities.

Provide students with index cards and post-it notes or tear paper into squares. Each student needs approximately 20 squares to generate a list of rights and responsibilities of children and adults. Write these categories on the board:

- Children's Rights
- Children's Responsibilities
- Adults' Rights
- Adults' Responsibilities

Have students write down words or phrases that come to mind about that topic on their slips of paper. Students state their thoughts aloud as they write them. The slips of paper are then placed in the center of the work space.
When the teacher decides enough time has elapsed, have students categorize their thoughts into the chart below. On the desk or table in front of them, they should have four columns with headings or word phrases organized under them.

Children's Rights	***Children's Responsibilities***	***Adults' Rights***	***Adults' Responsibilities***

Management tip: Create a class table similar to the chart above on chart paper or butcher paper to hang in the classroom. The chart will be used later in the unit.

Check for Understanding

- How are the rights of adults different from the rights of children?
- How are responsibilities of adults different from children?

Rubric

2 – This response gives a valid difference for each item.
1 – This response gives a valid difference for only one item.

Strategy 3: Extending and Refining
Highlighting Text/Selective Underlining

Provide a BRIEF historical background of the Bill of Rights such as, http://bensguide.gpo.gov/3-5/citizenship/rights.html. The following text is intended to assist the teacher.

The fundamental reason for the Bill of Rights is to protect individual rights from the actions of a powerful central government. Many of those who attended the Philadelphia Convention in 1787 were concerned that rights of the people were not well protected. The original Constitution lacked a bill of rights. The Framers' experiences with the British government and their understanding of history suggested that governments often have enormous power and tend toward abusing it at the expense of liberty and individual rights. During the ratification debates, our Founders reached an informal agreement in which the states agreed to ratify the Constitution in exchange for the promise to include a list of rights that would protect individuals against a more powerful central

Highlighting Text/ Selective Underlining

Understanding the difference between main ideas and supporting details is important to understanding text. Using highlighters can help students gain that skill. Strategies include:

- Underline or highlight ONLY the key words, phrases, vocabulary, etc.
- Use one color for main ideas and second color for supporting details.
- Use boxes and circles or some other graphic to differentiate between main ideas and details.
- Underline or highlight cause and effect in the two different colors.

It is helpful for teachers to model this techniques for students and discuss with students what was highlighted or underlined and why, in addition to what was not underlined and why. Teachers might want to photocopy the same text for every student and practice this skill collectively as a class.

http://www.readingquest.org/strat/underline.html

government. In 1791, the First Congress added the Bill of Rights, or the first ten amendments, to the Constitution.

Remember, the benchmark asks students to know the rights as well as understand the reasons for them. Some of the Amendments (e.g., Amendment 5) are multifaceted. You may wish to divide some amendments into sections and assign sections to different groups. Others are relatively abstract (e.g., 9 and 10) and more difficult to understand.
Students should be placed in groups of 4. Provide each student with a copy of the Bill of Rights. To obtain a copy of the Bill of Rights, use a textbook, reference Handout 2 – Amendments to the Constitution, or go to http://bensguide.gpo.gov/9-12/citizenship/rights.html.

Students will examine each of the 10 amendments in the Bill of Rights in order to answer the question:

What right is guaranteed to
American citizens in each amendment?

Provide each student in the group with a different color highlighter, so while students are working cooperatively, the teacher can easily recognize which are actively participating and which may be struggling. Students need to read the rights to help them with the matching activity. Use an instructional strategy such as Highlighting Text/Selective Underlining (see text box) to assist comprehension.

Check for Understanding

- Have students complete this Handout 3 – Check for Understanding based on the selective underlining. They should be able to refer to it throughout the unit.

Strategy 4: Application
Interactive Games

Have students use an interactive game from the National Constitution Center called "Save the Bill of Rights" at http://ratify.constitutioncenter.org/explore/ForKids/index.shtml.

Check for Understanding

Now that you have learned about the rights provided to American citizens in the Bill of Rights, you are ready to answer this question.

- Which one of these rights is most important to an American citizen's personal freedom? Explain your answer.

Rubric

2 – This response gives a valid right with accurate and relevant explanation.
1 – This response gives a valid right with accurate, irrelevant, or no explanation.

Lesson Two

Essential Question

- Why are the rights of American citizens limited?

Instructional Strategies

Strategy 1: Gathering Information

Think-Pair-Square

Phase I

Warm-up: Pose the following prompt to the class—"My right to throw a punch ends where the next person's nose begins. What is the author's point?" Discuss with the whole class emphasizing the idea that rights have limits.

Think-Pair-Square

This activity is built on the foundation of Think-Pair-Share. After Think-Pair-Share takes place, the partners team up with another set of partners creating a group of four students. Each group compares the two sets of answers or solutions. From the two sets, the group decides on a compromise. The whole class reports out on their decisions. http://www.wcer.wisc.edu/archive/cl1/CL/doingcl/thinksq.htm

Small-Group Discussion: Place students in small groups. Present one of the following scenarios to small groups of students and ask students to address the question—in what ways might each of these freedoms cause controversy?

- Scenario 1: People can say whatever they want and whenever they want.
- Scenario 2: People can shout fire in a crowded theater.
- Scenario 3: People can assemble to protest in a busy intersection.
- Scenario 4: People can engage in any religious practice, even if it involves using illegal drugs and sacrificing animals.
- Scenario 5: People can write anything they want and anywhere they want.

Have each group report out.

Whole-Class Discussion: Pose the following questions:

1. How might the unrestricted exercise of each "right" or freedom affect others in a bad way (e.g., pose a danger to others, prevent them from exercising the same right)?
2. Why might it be necessary to limit rights and freedoms even in a "free," democratic society?
3. How might we prevent the problems associated with unlimited freedom?

Explain the concept of "Scope," i.e., that rights and freedom have limits because unlimited freedom threatens the rights, freedom, and safety of others." Have students give other examples of appropriate limits on rights. Then, have the students take each scenario and construct a new "scope (not bill) of rights" that considers the rights of others and the negative impact of unrestrained freedom.

Phase II:

Students will use this strategy to generate a list that illustrates how their rights are limited by rules in a school.

Refer to Handout 4. Have students label one side of a T-chart *rights* and the other side *rules that limit rights*. Students should use the graphic organizer to record their responses to the following questions:

- What rights do students have in the classroom or the school? (Possible responses – to learn, not be bullied, to attend, to participate, free speech, due process for discipline)
- In what ways are any of these rights limited? Why are they limited? (Possible responses – free speech – cannot say anything you want because it may offend others and cause fights; some words are offensive to others and may cause disruptions that interfere with the right of others to learn, etc.)

Check for Understanding

- Why might understanding the Bill of Rights be considered a civic responsibility?

Support your answer with an example.

Rubric

2 - This response gives a valid reason with an accurate and relevant example.
1 - This response gives a valid reason with an inaccurate, irrelevant, or no example.

Sample Responses

2 - Understanding the Bill of Rights empowers you to protect yourself and others from abuse. For example, someone might be punished unfairly if he/she was unaware of his/her right to due process.
1 - If you do not know your rights, it is easier for someone to take them away.

Strategy 2: Extending and Refining
Inductive Reasoning

Students will work in groups of 2-3 to construct generalizations from scenarios related to the rights in the Bill of Rights—distribute Handout 5 – Scenarios. By focusing on pieces of information and observation, students can identify a pattern or connection that is likely to be true.
Instruct students that today they will examine situations related to the Bill of Rights to see how far the rights extend to everyone.

Students may need assistance to draw conclusions from the scenarios. As an example in using inductive reasoning, teachers may view Lesson 1, Strategy 2 from the Delaware Recommended Curriculum unit titled, *Writing the Story of the Past.*

Distribute Handout 6 – Graphic Organizer to each group of 2-3 students. Students should use the graphic organizer to record their responses to the following tasks:

- Identify the Amendment most closely related to each situation (1 through 5);
- Use language from the Bill of Rights to explain why you think so; and
- Identify the inappropriate behavior that should be limited.

Have students complete the check for understanding at the bottom.
When all groups have finished, select a group to read a situation (1 through 5) and their recorded responses. After the situation is read aloud, have students in the class agree or disagree with a "thumbs up" for YES or a "thumbs down" for NO. The presenting group will then share their answer and explanation. Have students complete the check for understanding at the bottom.

Check for Understanding

- Think of another situation in which a person's rights should be limited. Explain why.

Rubric

2 – This response gives a valid situation in which a person's rights should be limited with an accurate and relevant explanation.
1 – This response gives a valid situation in which a person's rights should be limited with an inaccurate, irrelevant, or no explanation.

Strategy 3: Application
Timed-Pair-Paraphrase

Have pairs of students look at the graphic organizer from Strategy 2. In this strategy (see text box to the right), students take turns verbalizing a response to the question:

- What can you conclude about your rights and why they can be limited?

Possible responses: The teacher should look for pairs of students to make generalizations similar to the following:

- *Keeping your rights doesn't mean you can ignore the rights of others. It has to be balanced.*
- *You can't have your rights when you're breaking the law.*
- *Your rights don't count when it might hurt people.*

Timed-Pair-Paraphrase

Students get together with a partner.

The teacher should decide which partner will go first. For instance, the teacher may instruct one student, "Please answer the question aloud to your partner. You have two minutes. If you stop sharing, ask questions."

Set a timer. After whatever number of minutes you feel appropriate, have each student tell what the other just said. "The paraphrase might start, 'I heard you say…'" Ask students to share with the whole class what their partners said. Reverse the process.

This strategy requires all students to participate in the discussion.

Source: Betty Hollas, *Differentiated Instruction in a Whole-Group Setting*, c. 2005. Crystal Springs Books, pg. 10.

Check for Understanding

- How should we decide when a person's rights should be limited? Support your answer with an example.

Rubric

2 – This response gives a valid explanation with an accurate and relevant example.
1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

Check for Understanding

The following headline appeared in a local newspaper:

Citizen's Group Plans Protest at Town Council Meeting

- Why does the citizen's group have a responsibility to protest peacefully? Explain your answer.

Rubric

2 – This response gives a valid reason with an accurate and relevant explanation.
1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

Check for Understanding

A town mayor has decided to ban skateboarding in a local park.

Which is the most appropriate way to protest the mayor's decision?

A. Throw away your skateboard
B. Spread lies about the mayor
C. Start a petition to change the law
D. Put signs on the mayor's front lawn

Correct Response: c

Lesson Three

Essential Question

- In what ways is the Bill of Rights applied in everyday life?

Instructional Strategies

Strategy 1: Gathering Information
Think-Pair-Share

Students will work in pairs to analyze a series of images in order to match them with an amendment from the Bill of Rights.

The teacher displays the four images from this Bill of Rights PowerPoint presentation. Images could also be copied and displayed on an Elmo from Handout 7.

The teacher should allow enough time for students to examine the images and come back to an image if necessary.

Students should answer these questions using a Think-Pair-Share strategy for each image, and then create a chart similar to the one below to assist in organizing the responses.

- Which amendment could be used to help explain what is going on in the image?
- How is the Bill of Rights applied in this image?

Think-Pair-Share

First, the teacher poses an open-ended question or problem. Each individual student takes approximately one minute to think about an answer or solution and record their thoughts. (The teacher may want to collect these notes as non-graded formative assessment evidence.) The student then pairs up with another student to discuss their answers or solutions together. The whole class reports in partners their various answers and solutions.

http://www.wcer.wisc.edu/archive/cl1/CL/doingcl/thinkps.htm

Image	Amendment
1	
2	
3	
4	

Responses:

- Image 1 – 1st Amendment—freedom of the press
- Image 2 – 7th Amendment—cruel and unusual punishment
- Image 3 – 7th Amendment—excessive bail
- Image 4 – 1st Amendment—freedom of speech, assemble, petition

Check for Understanding

Using an image that you select or from the strategy, choose one that you feel portrays the most important right provided to American citizens by the Bill of Rights.

- Why is this right important to American citizens? Explain your answer.

Rubric

2 – This response gives a valid reason with an accurate and relevant explanation.
1 – This response gives a valid reason with an inaccurate or no explanation.

Strategy 2: Extending and Refining Categorizing

For this strategy, students use the chart that compares the rights and responsibilities of children and adults from Lesson 1, Strategy 2. Students should also have the Bill of Rights, side by side with the chart.

Have students work in pairs to apply the numbered amendments in the Bill of Rights to the rights of children and adults found in the chart. Students should consider the question:

- Which amendment in the Bill of Rights guarantees the rights on this chart?

For example, if one of the listed rights for a child is to write a letter to an authority figure (principal or teacher) with concerns about the school, then that right is guaranteed by the 1st Amendment (freedom to petition).

Children's Rights	
write a letter to the principal about the dirty bathrooms	1st Amendment (freedom to petition)

Check for Understanding

Refer to Handout 8.

- Why are the rights in the Bill of Rights important to American citizens? Explain your answer.

Strategy 3: Extending and Refining Categorizing

Students will need a copy of the Bill of Rights for this strategy. To obtain a copy of the Bill of Rights teachers can go to: http://bensguide.gpo.gov/9-12/citizenship/rights.html. Provide a three-column chart as in Handout 9 to each team of four. The students should decide into which column the situation best fits.

Freedom of Expression	Fair Treatment by Police and Courts	Equality for All

Students will categorize situations that depict the rights in action into the appropriate column.

4. A man is sentenced to death for stealing an orange. (Fair treatment by police and courts)
5. A state medical school turns down an applicant because she is a woman. (Equality for all)
6. A city bans all meetings by Communists. (Freedom of expression/freedom of assembly and freedom of speech)

7. In wartime, a man is required to join the army, even though his religion forbids people to be soldiers. (Freedom of expression/freedom of religion)
8. A prisoner cannot find out why he is being kept in jail. (Fair treatment by police and courts)
9. Election officials make all people of one race take a special exam—they can vote only if they pass the exam. (Equality for all)
10. On the spur of the moment, the police search all the houses on your block just because there have been thefts in the neighborhood. (Fair treatment by police and courts)
11. A court refuses to provide a free lawyer for a poor man accused of robbery. (Fair treatment by police and courts)
12. The mayor of a town threatens to close down the local newspaper if it publishes a story accusing her of wrongdoing. (Freedom of expression/freedom of the press)
13. Your friend is arrested for passing out fliers criticizing U.S. involvement in Central America. (Freedom of expression/freedom of speech)
14. A city gives permits to certain members of one religious group to give religious talks in the public park, but it refuses a permit to members of another religion. (Freedom of expression/freedom of religion; equality for all)

Strategy 4: Application
Analysis of Supreme Court Cases

Remind students that now that they learned about the Bill of Rights. They have carefully considered how rights can be limited by rules and why rights need to be limited by rules. It is now time for them to apply this learning to actual court cases and decide if people's rights have been applied and limited in a fair or unfair manner.

Teachers will need to judge if students need a brief lesson on the difference between fair and unfair. See the Smithsonian Education lesson, Making Rules and Rights Work Fairly in Everyday Situations. Teachers are cautioned that this lesson is not completely aligned to Delaware Civics Standards but can be a resource.

Tinker vs. Des Moines, 1969

Discussion Questions for Tinker Image:

1. How would you describe the two people in this picture?
2. Why do you think they are holding black armbands?

http://www.rightsmatter.org/images/tinkers.gif

Using case notes, have students learn about the issues of this case that went before the Supreme Court. A summary of the case can be found at http://www.landmarkcases.org/tinker/home.html/. At this site, teachers will find a summary with three different reading levels and discussion questions to use to guide reading.

Have students read the summary with a partner. Have each student independently consider the following:

1. Do students have a right to freedom of expression in school? Why or why not?
2. Do school officials have the right to limit freedom of expression? Why or why not?

Explain that the Supreme Court decides cases by majority vote. Explain majority vote and have the class vote to rule on the case. Tell students, "Now that you have had a chance to

discuss the case, you will vote on the case." It may be best to do a secret vote. Have them write their vote on a marker board or put their heads down to vote.
Discuss the actual Supreme Court decision with students. Why might the Supreme Court have differed from the opinion of some students?
Repeat the same process as in the *Tinker vs. Des Moines* case with the following case *New Jersey vs. T.L.O.*, 1985
Students enjoy this because it involves search and seizure. A summary of the case can be found at http://www.landmarkcases.org/newjersey/home.html.
Display an image of students walking into school with their bookbags. Use the image located at http://www.kare11.com/assetpool/images/0695184142_backpacks-hd.jpg or find an image suitable for use in your classroom.
Discussion Questions for the *New Jersey vs. T.L.O.* Image:

1. Why might school officials need to search a backpack?
2. What amendment might protect the privacy of students' backpacks?

Discuss the actual Supreme Court decision with students. Why might the Supreme Court have differed from the opinion of some students?
Have each student independently consider the following questions:

1. Does the Fourth Amendment protect students from searches by officials?
2. Under what circumstances, if any, can school officials search students or their belongings?

Check for Understanding

- How does the Supreme Court protect the rights of citizens? Explain your answer with an example.

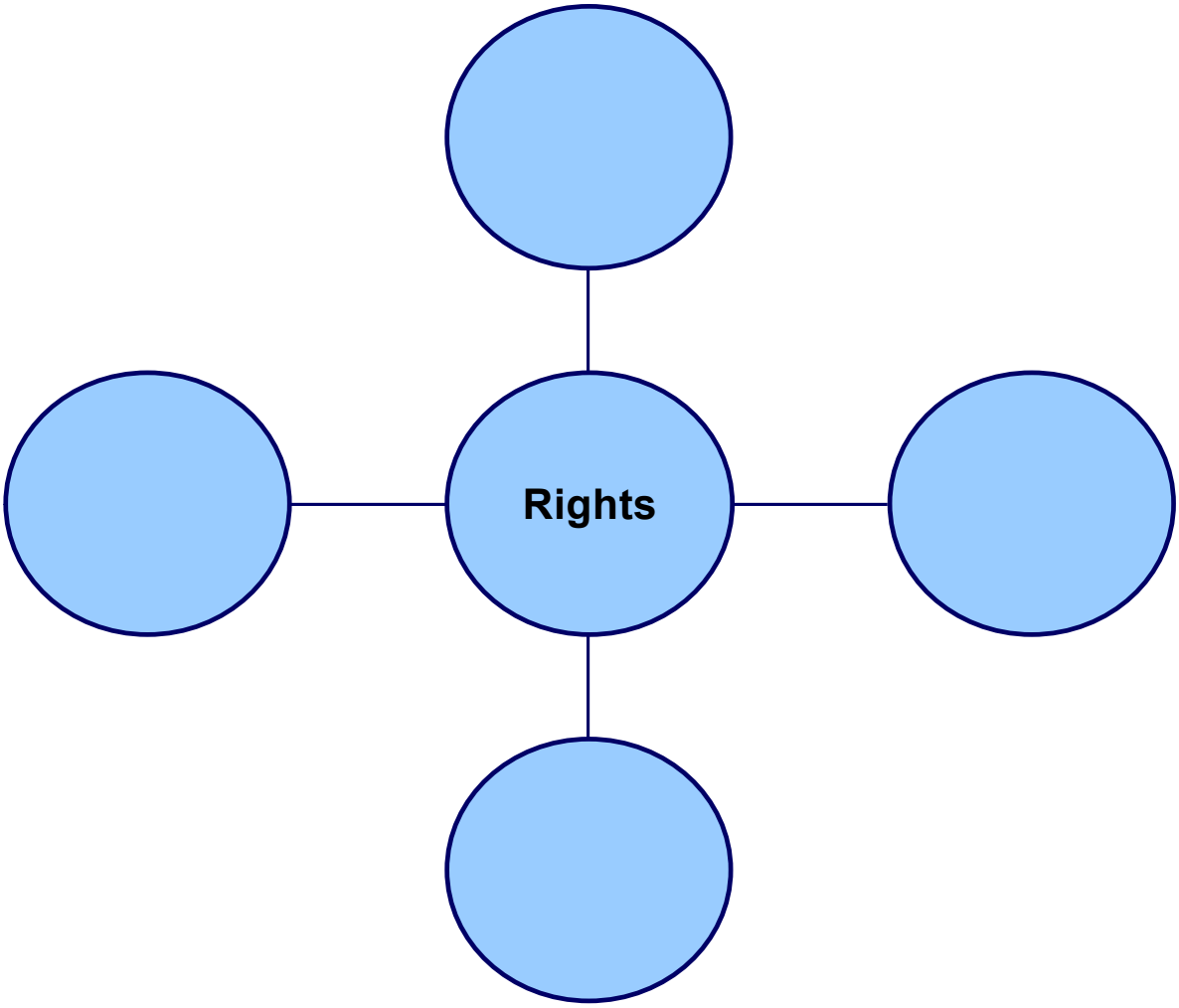
Rubric

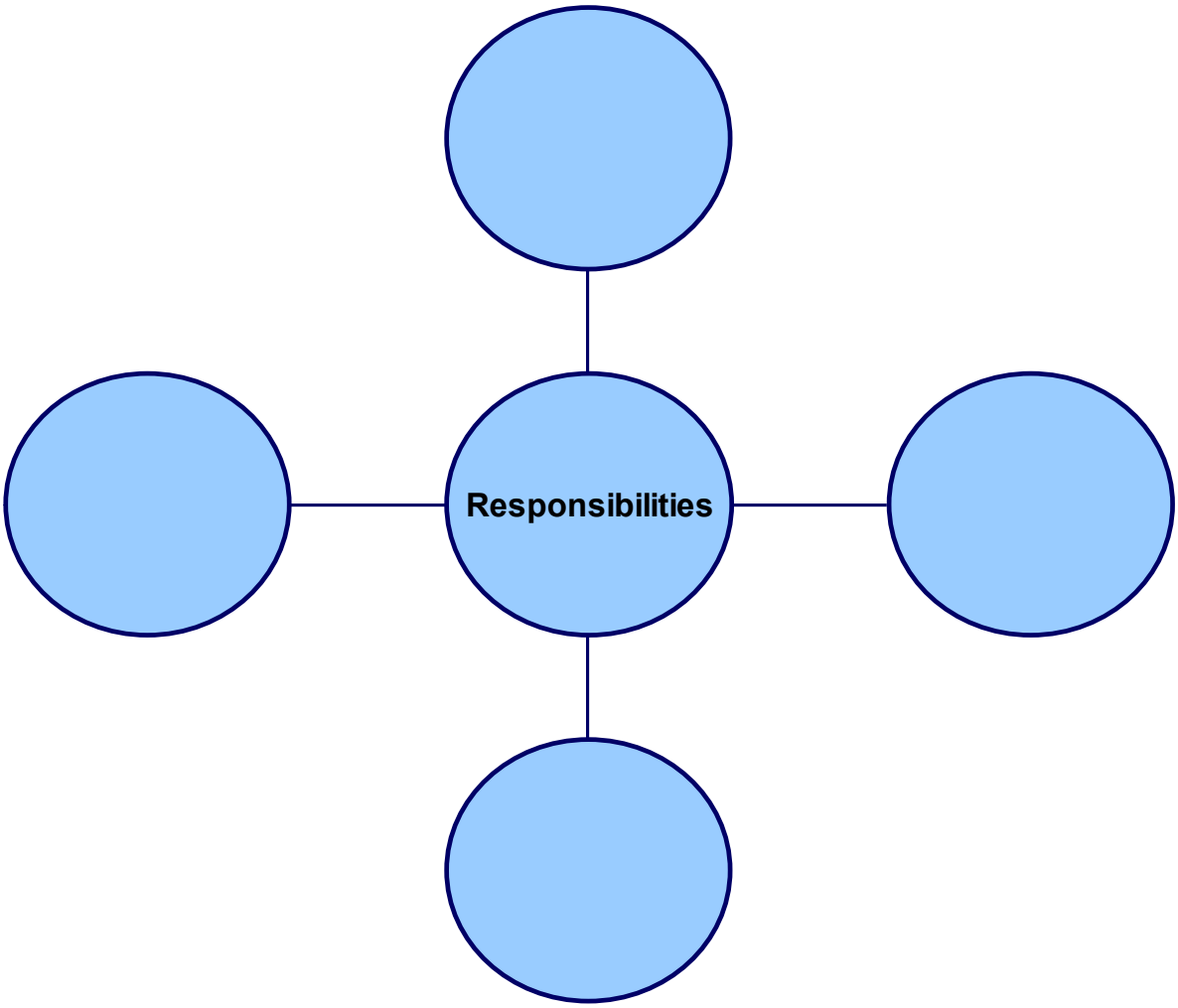
2 – This response gives a valid explanation with an accurate and relevant example.
1 – This response gives a valid explanation with an inaccurate, irrelevant, or no example.

Appendix A

Sample Resources

Handout 1 – Word Webs




Responsibilities

Handout 2 – Amendments to the Constitution of the United States

(Amendments I to X, known as the Bill of Rights, were proposed and sent to the states by the first session of the First Congress. They were ratified Dec. 15, 1791.)

Amendment I – [Freedom of religion, speech, press, to assemble and right of petition.]

Amendment II – [Right of people to bear arms not to be infringed.]

Amendment III – [Quartering of troops.]

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV – [Persons and houses to be secure from unreasonable searches and seizures.]

Amendment V – [Trials for crimes; just compensation for private property taken for public use.]

If a person is accused of a crime that is punishable by death or other serious crimes, a grand jury must decide if there is enough evidence to hold a trial, a person cannot be tried twice for the same crime, a person can't be forced to testify against themselves, and they must be given a fair trial.

Amendment VI – [Civil rights in trials for crimes.]

The right to a speedy and public trial, the right to a trial by a jury, the right to have a lawyer.

Amendment VII – [Civil rights in court cases.]

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

Amendment VIII – [Excessive bail, fines, and punishments not allowed.]

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX – [Reserved rights of people.]

The government must respect all rights, whether they are listed in the Constitution or not.

Amendment X – [Powers not delegated, reserved to states and people respectively.]

Any powers not given to the federal government or denied to the states belong to the states or the people.

Listed below are three additional amendments added to the Constitution that also deal with the rights of the people.

****

Amendment XIV (1868) – [Citizenship defined; privileges of citizens.]

All persons born or naturalized in the United States are citizens of the United States and of the State wherein they live. No State shall make or enforce any law which shall reduce the privileges or liberties of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person the equal protection of the laws.

Amendment XV (1870) – [Right of certain citizens to vote established.]

The right of citizens of the United States to vote shall not be denied by the United States or by any State on account of race, color, or previous condition of servitude (e.g. slaves).

Amendment XIX (1920) – [The right of women to vote shall not be denied.]

Handout 3 – Check for Understanding

Amendment	Highlighted text to help you understand the rights guaranteed to American citizens
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Handout 4 – T-Chart

Rights	Rules That Limit Rights

Handout 5 – Scenarios

1. My town decided to sell the land where my neighborhood playground is located. My friends and I were upset about this decision. We got together and staged a protest by throwing trash on the steps of the town hall.

2. John has a collection of antique rifles, shotguns, and handguns in a locked glass case. His neighbor is afraid of guns, so he sneaks into John's house, removes the guns, and hands them over to the police.

3. John had his bike stolen from his front porch and reported the incident to the police. John thought a new neighbor had taken the bike, so he posted a blog warning everyone about the new thief in the neighborhood.

4. On the way home from school, I stopped at the mall to buy a video game. As I was leaving the store, I was approached by a mall security guard. He noticed my book bag and began to question me about a CD that had been reported stolen. I asked to call my mom, but he said no and opened my book bag.

5. While watching a movie in a crowded theater, someone yells "FIRE!" Several people fall as they rush out of the theater.

Handout 6 – Graphic Organizer

Situation Number	Which amendment is most closely related to the situation?	Use language from the Bill of Rights to explain why you think so.	What behavior is inappropriate and should be limited?
1			
2			
3			
4			
5			

Check for Understanding

After completing this chart, what does this suggest to you about why rights may be limited?

Handout 7 – Bill of Rights Presentation

Lesson 3, Strategy 1

Roy Takeno reads a copy of the Manzanar Free Press in front of the newspaper office, mountains in the background. Adams, Ansel, 1902-1984, photographer. Created/Published [1943]

http://memory.loc.gov/cgi-bin/query/r?ammem/manz:@field(NUMBER%2B@band(ppprs%2B00004)):displayType=1:m856sd=ppprs:m856sf=00004

Lesson 3, Strategy 1

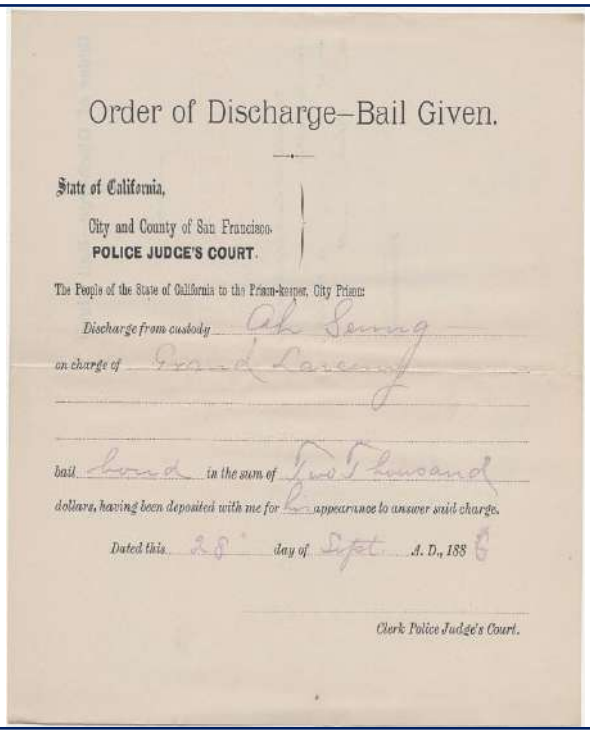
To punish criminals, a two-story whipping post and pillory was located behind the New Castle County Courthouse. This photograph was taken about 1900.

http://archives.delaware.gov/100/other_stories/Enforcing%20the%20Law.shtml

Lesson 3, Strategy 1

"Order of Discharge -- Bail Given," dated September 28, 1886. It comes from the Police Judge's Court in San Francisco and is addressed to the Prison-keeper of the City Prison, directing him to discharge Ah Seung from custody because a bail bond had been deposited to assure his appearance to answer the grand larceny charge against him.

http://ucblibrary3.berkeley.edu/cgi-bin/flipomatic/cic/images@ViewImage?img=chs00001213_116a



Order of Discharge—Bail Given.

State of California,
City and County of San Francisco.
POLICE JUDGE'S COURT.

The People of the State of California to the Prison-keeper, City Prison:

Discharge from custody Ah Seung

on charge of Grand Larceny

bail bond in the sum of Two Thousand

dollars, having been deposited with me for his appearance to answer said charge.

Dated this 28 day of Sept A. D., 188 6

Clerk Police Judge's Court.

Photograph of fourteen suffragists in overcoats on picket line, holding suffrage banners in front of the White House. One banner reads: "Mr. President How Long Must Women Wait For Liberty". White House visible in background.

Photographer: Harris & Ewing, Washington, D.C.
Created/Published 1917

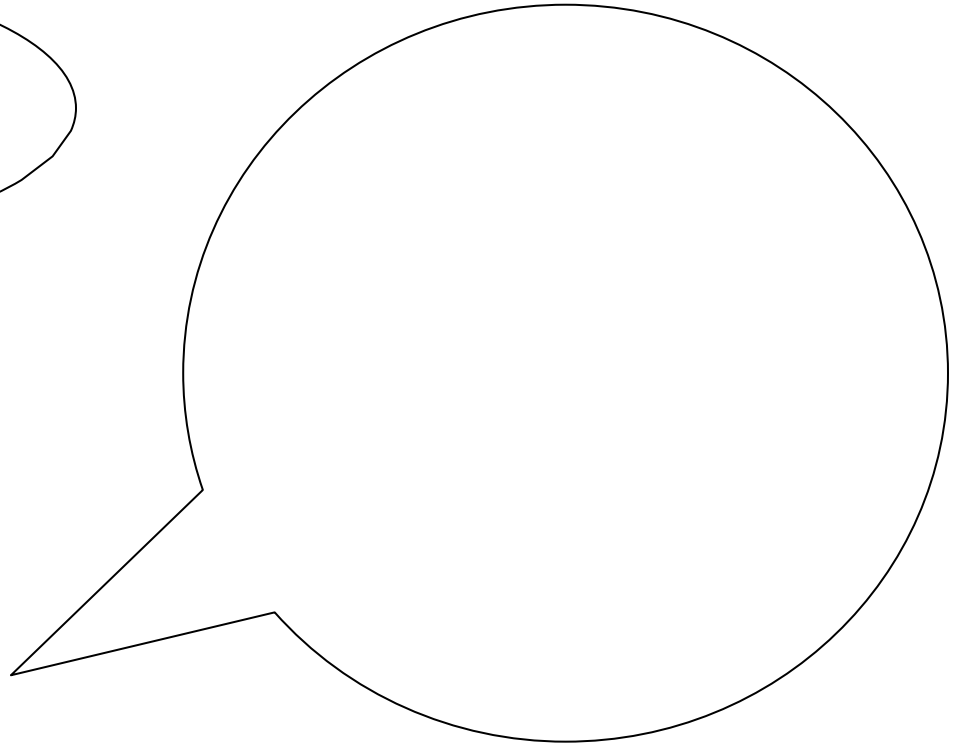
http://memory.loc.gov/cgi-bin/query/r?ammem/mnwp:@field(DOCID+@lit(mnwp000212))

Lesson 3, Strategy 1

Handout 8 – Check for Understanding

Have students complete a thought bubble with words and/or pictures to show what they think about when they answer the following question.

Why are the rights in the Bill of Rights important to American citizens?



Student Name _____

Handout 9 – Three-Column Chart

Freedom of Expression	Fair Treatment by Police and Courts	Equality for All

Read the situations below. Place the number of the situation into the column above by deciding whether the situation describes *Freedom of Expression*, *Fair Treatment by Police and Courts*, or *Equality for All*.

1. A man is sentenced to death for stealing an orange.
2. A state medical school turns down an applicant because she is a woman.
3. A city bans all meetings by Communists.
4. In wartime, a man is required to join the army, even though his religion forbids people to be soldiers.
5. A prisoner cannot find out why he is being kept in jail.
6. Election officials make all people of one race take a special exam—they can vote only if they pass the exam.
7. On the spur of the moment, the police search all the houses on your block, just because there have been thefts in the neighborhood.
8. A court refuses to provide a free lawyer for a poor man accused of robbery.
9. The mayor of a town threatens to close down the local newspaper if it publishes a story accusing her of wrongdoing.
10. Your friend is arrested for passing out fliers criticizing U.S. involvement in Central America.
11. A city gives permits to certain members of one religious group to give religious talks in the public park, but it refuses a permit to members of another religion.

PRESTIGE ACADEMY

A COLLEGE PREPARATORY CHARTER SCHOOL
FOR BOYS
WILMINGTON, DELAWARE

GIVING BOYS A REAL CHANCE FOR A REAL FUTURE

October 2, 2011

Education Associate for Charter School Program
Delaware Department of Education
401 Federal Street, Suite 2
Dover, DE 19901

5th Grade Non-fiction Studies (Social Studies Focus)

Units of Instruction

Overview:

Curriculum development is an important part of what every teacher does, and at Prestige Academy Charter School, we spend a lot of time and energy documenting this work in a consistent and useful format. Prestige Academy Charter School teachers must develop curriculum aligned with the Delaware State Standards and the National Common Core Standards. While State and Common Core learning standards, objectives and skills are not all-encompassing, they must be the starting point for all teacher planning and course curriculum. Prestige Academy Charter School teachers must ensure that every unit addresses Delaware and Common Core standards and that each and every standard receives sufficient attention during the school year.

All curricula is comprised of **clear** and **measurable** standards. Clear and measurable standards are those that clearly define what students should know and are easily assessable. At Prestige Academy Charter School, our teachers and instructional leaders approach curriculum and instruction with urgency and a focus on achievement while making our lessons and day-to-day activities fun and engaging as to create a lifelong love of learning for our scholars.

The following units of study for 5th Grade Non-fiction Studies (our adaptation of Social Studies for the lower grade) were chosen because they clearly illustrate Prestige Academy Charter School's commitment to rigorous, engaging, standards-based instruction. Furthermore, the units chosen, Bill of Rights, Democratic Process, and Economics provide foundational skills for numerous standards that are heavily assessed on the Delaware Comprehensive Assessment System (DCAS) for Social Studies in Grade

7. Some modifications to these units of study were made to accommodate our all-boys demographic including: more hands-on learning, collaborative partner work, auditory learning activities, current events/real-world connections, and clearly communicated performance goals.

The following units of instruction reflect our commitment to non-fiction studies, with each 5th grade student receiving 90 minutes of non-fiction studies instruction per day.

In closing, please note that our teachers are using a modified version of State of Delaware Model Units for Social Studies. The units we have submitted reflect a deep dive into the most essential skills and standards for our scholars.

Enclosures:

"Bill of Rights" Unit Plan by Emily Marsella

"Democratic Process" Unit Plan by Emily Marsella

"Economics" Unit Plan by Emily Marsella

Prestige Academy Charter School

Unit Title: Democratic Process - Elections **Grade Level(s):** 5
Subject/Topic Areas: Nonfiction Studies: Civics

Key Vocabulary: Election, Candidate, Citizenship, Democratic Process, Primaries, Political Parties, Public Policy

Designed By: Prestige Academy **Time Frame:** 25 hours
Date: April 2012

SUMMARY OF PURPOSE:
The focus of this unit is on becoming informed about candidates for elected office. One reason is provided in the targeted benchmark: electing "effective" leaders. Other reasons are avoiding leaders opposed to one's interests and views, providing an indication of one's policy preferences by being aware of the candidates' policy stances, and keeping officeholders in check with awareness of an attentive public. In other words, keeping informed about candidates serves as a means to communicate preferences and keep elected officials in check.
The means for becoming informed are also important to the benchmark. Attending candidate events and paying attention to stories in the media (TV, radio, newspaper, magazines) are traditional means, but the Internet is fast becoming an important means of becoming informed about candidates.

Stage 1: Desired Results

Common Core/ Delaware Standards

Primary: Civics Standard Four 4-5a: Students will understand that, in order to select effective leaders, citizens have to become informed about candidates' qualifications and the issues of the day.

Key Concepts/Big Ideas

_ Citizenship
_ Public policy

Enduring Understandings

Students will understand that…

_ Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process.

_ Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy.

Essential Questions

- For whom should I vote? Why? What is most important to me when I make this decision?
- How do I find out what a candidate thinks about the issues of the day?

Real World Context

- Upcoming presidential election (November 2012)
- Campaign ads
- Senator Biden's campaign for Presidency, then Vice Presidency (Delaware connection)

Learning Targets/Goals

Students will know…

- How to research individual candidates for an elected office.
- How to effectively choose a candidate for an election.
- Why making an informed decision while voting is so important.

Students will be able to… (21st century skills)

- Exercise sound reasoning in understanding and making complex choices.
- Act responsibly with the interests of the larger community in mind.

Stage 2: Evidence of Student Achievement

Transfer Task

Performance Task

The transfer task should be reviewed with students prior to beginning Lesson One.

Essential Questions Measured by the Transfer Task

_ For whom should I vote? Why? What is most important to me when I make this decision?

Prior Knowledge Now that you have learned the steps necessary for voting, you are ready to decide for whom you will vote in a statewide Mock Election.

Problem It is an election year and in order to select the candidate with whom you most agree, you will have to become informed about candidates' qualifications and the issues of the day.

Role/Perspective You are a U.S. citizen who just turned 18 years old. You are ready to make an informed choice when you select a candidate on Election Day.

Product/Performance Submit a process paper explaining the steps needed to effectively participate in the voting process. Instead of a paper, the process could also be explained using the format of a video, an exhibit, or a PowerPoint.

Be sure to include the following in your process paper:

• The first section should explain how you decided which characteristics and qualifications were important to you when selecting a candidate.

• The second section should explain how you researched the candidates.

• The third section should explain how you made the final decision about who to vote for.

• The fourth section should explain why it is important that all of the steps of the voting process take place before a voter walks into the voting booth.

4

Criteria for Exemplary Response

Be sure to include:

• An explanation of how you decided which characteristics and qualifications were important to you when selecting a candidate.

• An explanation of how you researched the candidates.

• An explanation of how you made the final decision about who to vote for.

• An explanation of why it is important that all of the steps of the voting process take place before a voter walks into the voting booth.

• Use of content-appropriate vocabulary in order to demonstrate understanding.

Rubrics for Transfer Tasks

Performance Task

Scoring Category This process paper provides...	Score Point 3	Score Point 2	Score Point 1
an explanation of how you decided which characteristics and qualifications were important to you when selecting a candidate	The explanation of how you decided which characteristics and qualifications were important to you when selecting a candidate is **thoroughly developed**	**Partially developed explanation**	**Minimally developed explanation**
an explanation of how you researched the candidates	The explanation of how you researched the candidates is **thoroughly developed**	**Partially developed explanation**	**Minimally developed explanation**
an explanation of how you made the final decision about who to vote for	The explanation provides **well developed reasoning** of how you made the final decision about who to vote for	**Partially developed reasoning**	**Minimally developed reasoning**

Scoring Category This process paper provides...	Score Point 3	Score Point 2	Score Point 1
an explanation of why it is important that all of the steps of the voting process take place before a voter walks into the voting booth	The explanation provides **well developed reasoning** of why it is important that all of the steps of the voting process take place before a voter walks into the voting booth	**Partially developed reasoning**	**Minimally developed reasoning**
Use of content-appropriate vocabulary in order to demonstrate understanding	Content-appropriate vocabulary is **well developed and evident**	**Some evidence** of content appropriate vocabulary	**Minimal evidence** of content appropriate vocabulary

Total Score: _____

Above the Standard: 13 to 15
Meets the Standard: 8 to 12
Below the Standard: 5 to 7

Formative Assessments:(e.g., tests, quizzes, prompts, work samples, observations)
All copies can be found in Appendix A.

Summative Assessments:
Comprehnsive exams
Aligned to standards

Student Self-Assessment and Reflection

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.
The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.
An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

Instructional Resources

Loc.gov
PBS.org
Time for Kids
Local government organizations
Polling groups
Voting booth simulation

Differentiation

WIDA English Language Proficiency Standards for English language Learners.
http://www.wida.us/Resources/standards/
Flexible grouping for reading assessments.
Read Aloud.
Provide students with scribes.
Use assistive technology.
Use bilingual tests.

Enrichment

Ask and provide research and reflection
Make real world connections
Use technology reading, writing and other tools to enhance learning
Debate
Higher order thinking (synthesize)

Stage 3: Learning Plan

Key learning tasks needed to achieve unit goals

***Align with expectations of Stage 1 and Stage 2**
***Scaffold in order to acquire information, construct meaning, and practice transfer of understanding**
***Include a wide range of research-based, effective, and engaging strategies**
***Differentiate and personalize content, process, and product for diverse learners**
***Provide ongoing opportunities for self-monitoring and self-evaluation**

The acronym WHERETO summarizes key elements to consider when designing an effective and engaging

learning plan.

W – Help the students know Where the unit is going and What is expected? Help the teachers know Where the students are coming from (prior knowledge, interests)

H – Hook all students and Hold their interest?

E – Equip students, help them Experience the key ideas and Explore the issues?

R – Provide opportunities to Rethink and Revise their understandings and work?

E – Allow students to Evaluate their work and its implications?

T – Be Tailored (personalized) to the different needs, interests, and abilities of learners?

O – Be Organized to maximize initial and sustained engagement as well as effective learning?

Lesson One

Essential Question

- For whom should I vote? Why? What is most important to me when I make this decision?

Delaware Content Standards Integrated in the Instructional Strategies

Civics Standard Two 4-5b

Civics Standard Four 4-5b

Instructional Strategies

Strategy 1: Gathering Information
ABC Graffiti

This strategy groups students together to reach an understanding of a concept by either accessing prior knowledge at the beginning of a unit or accessing learned knowledge at the end of a unit.

Have a group of 2–4 students draw a rectangular box at the top of a sheet of paper. Give the following directions to each group:

- Write the question "What are the qualities of an effective leader?" in the box.
- Fold the paper down the middle to create two columns.
- Letter alphabetically A to M down the left side.
- Letter alphabetically N to Z down the right side.

Directions to students might include: Brainstorm characteristics of an effective leader together as a group and record them alphabetically A to Z. The leader might be someone who leads a school group or it might be the President of the United States. For instance, your group might write the word "honest" for H.

Once students have written terms for each column, have each group agree on the best three terms that describe a good leader. Ask the group to circle the top three and share them with the class.

As a variation, students can complete the A-B-C Graffiti independently followed by each student sharing his/her top word. As students are sharing with each other, listeners can add, delete, or modify their original thinking.

Check for Understanding

Why should a voter look at a candidate's qualities when deciding for whom to vote? Explain your answer.

Rubric
2 – This response gives a valid reason with an accurate and relevant explanation.
1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 2: Gathering Information
Graphic Organizer

Have students use a graphic organizer to answer the following question:

- **What are the Constitutional qualifications of elected officials?**

Use the websites below, a textbook or other resources to complete the graphic organizer.

Constitutional Requirements of Elected Leaders	President	Senators	Representatives	Delaware's Governor
Age				
Citizenship				
Residency				
Other Qualifications				

Potential Research Resources:

Election of the U.S. President

Election of U.S. Senators

Election of U.S. Representatives

Delaware State Constitution – Article III, Section 6

Check for Understanding

Why might these Constitutional qualifications help voters select an effective leader? Explain your answer.

Rubric
2 – This response gives a valid reason with an accurate and relevant explanation.
1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

If another constitutional requirement could be added to one of the elected positions, what would it be? Explain why you chose to add that requirement.

Rubric
2 – This response gives a valid constitutional requirement with an accurate and relevant explanation.
1 – This response gives a valid constitutional requirement with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 3: Extending and Refining
Paper Pass

Participating in a paper pass allows students to activate prior knowledge and discuss misconceptions. Questions for this paper pass include:

- What are the requirements of voting in Delaware elections? (e.g., Who can vote? Who cannot?)

  United States Citizen who is a Resident of Delaware (proof required); 18 years of age; mentally competent
- Why does my vote matter? (e.g., Why should I bother to vote?)
  - It makes us equal because everyone has a vote no matter how rich or poor, etc.
  - Each vote informs the nation what people think about different points of view on issues.
  - Your vote will help a particular person win who will in turn impact our future
- How does the voting process work? (e.g., Once I turn 18, how does my life as a voter begin and what do I need to do each election year?)
  - Citizens have to register to vote and declare themselves a Democrat, Republican, or Independent.
  - During a Presidential election year: Vote in the primary for your political party.
  - During a Presidential election year: Vote in the general election—if you are away during the election you can vote using an absentee ballot.
- What types of issues are discussed during elections? (e.g., What topics do the candidates use to try to persuade people to vote for them?)

  Answers will vary but might include: education, the environment, healthcare, immigration, public safety/crime, national defense/war, etc.

First, the teacher writes each question on a separate sheet of oversized poster paper. Then students are divided into groups, and one poster sheet is distributed to each group.

Ask students to brainstorm answers to the question and write them below the question. Everyone in the group should have an opportunity to contribute.

Have groups pass their sheet clockwise to the next group. Each group will then repeat the brainstorming process for each of the next two questions.

Once a group receives the fourth question, they should *find evidence to support or disprove* what was written during the brainstorming sessions. On the same sheet, the group should *record where they found the evidence* (such as from a credible webpage, a textbook, or a reading distributed by the teacher). As each group finishes research, post the papers and present findings to the class.

Resources to support this strategy include:

Elections 101

Delaware's voting requirements

A video of how to use Delaware's voting machines

Check for Understanding

What are the consequences when people do not vote? Explain your answer.

Rubric
2 – This response gives a valid consequence and an accurate and relevant explanation.
1 – This response gives a valid consequence and an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 4: Extending and Refining
Think-Pair-Square and Analyzing a Survey

Students should develop an understanding of what is important to them when selecting a candidate. Ask them to participate in developing, implementing, and analyzing a survey.

Background for Teachers

What is a survey?
A survey is a method of collecting information from a sample of the population or sometimes the organizations we are interested in. This may involve gathering information either at one point in time—that is, cross-sectional studies—or following a group of people over a period of time—that is, longitudinal studies. Most non-academic surveys—for example, surveys in market research—are usually of the first type. The type of information that we can gather from people include factual information, their level of knowledge, attitude, personalities, beliefs, and preferences.

What is sampling?
If we decide to collect information from every member of a group (all the students in the school), the study is called a census. When the group is so large that there is limited time and resources to question all individuals, the information is collected from a proportion (a sample) of the group. The process of selecting this sample from the group to be surveyed is known as sampling.

How is a survey used?
Surveys are used in many fields to gather data on the knowledge, attitude, and behavior of the general public or specific populations. This information is used to design political campaigns, create marketing strategies, plan for public services, and many other purposes. Planning offices may use surveys to determine public attitudes and preferences about growth options, or to assess the use of different public services such as roads or playgrounds. Through this lesson, students will gain experience in gathering data used for decision-making as well as the ability to more critically assess conclusions based on survey data.

How is the information in a survey collected?
There are several possible methods of collecting the information or data—for example, mailing the surveys to individuals or organizations, e-mailing the surveys, creating online surveys, doing a face-to-face interview, and doing telephone interviews.

What happens after the information is collected?
For small surveys, the information can be easily recorded by hand and analyzed using calculators. For larger surveys, more efficient ways of recording data—for example, optical scanning, online questionnaires—should be considered for faster, more accurate, and more sophisticated analysis.

When helping students decide which questions might be asked, consider that many voters make choices based on a candidate's experience, past performance in an elected role, or beliefs on issues of the day.

Steps in conducting a survey:

1. Clarify the purposes: Why are we doing this survey?
2. Define the study population: Who should take this survey?
3. Sampling and estimating the sample size: How many people should take this survey so that there is a true sample?
4. Decide what information to collect: What do we want to know from this survey?
5. Decide how to measure the information: What questions do we ask to get this information?
6. Collect the data: Which method do we use to collect the data? For example, the survey may be given as an interview or online.
7. Record, analyze, and interpret the data: What method of recording do we use? What do we know from this survey? The teacher may use the whiteboard or a computer/projector to assist the students in compiling the responses in a graphic organizer.

Have groups of two students respond to steps 1-4 above to begin to create a survey on what is important in a candidate.

Students will conduct a Think-Pair-Square strategy to complete all steps in conducting a survey.

This activity is built on the foundation of Think-Pair-Share without the class reporting. After Think-Pair-Share takes place, the partners team up with another set of partners creating groups of four students. Each group compares and contrasts the two sets of answers or solutions. From the two, the group decides on a compromise. The whole class reports out on their decisions.

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Have each group think about the information needed for the first four steps. After each group has completed the first four steps, have each group of two complete steps 5-7, then conduct a Think-Pair-Square as described above. Possible survey questions include:

1. How important is it that the President was in the military?
2. How important is it that the President has run a business?
3. How important is it that the President has had former experience in a national elected office (e.g., Senator, Representative, or Vice President)?
4. How important is it that the President has had former experience in a state or local elected office (e.g., Governor or Mayor)?
5. Which past position or job do you think best prepares someone to be the U.S. President?
6. Which issue is most important to me while researching candidates' views?
7. Which is the most common or likely way that I find out information about candidates?

As each group of four finishes Step 5, have students respond to this question:

- **How are your responses similar to or different from the responses of the other surveys?**

The teacher may wish to have each group report out and create one survey that all students could give, or leave each group of four to administer their own. **Note to teacher:** You may go to surveymonkey to start an online survey for each group or for the entire class. A basic registration is free and easy to use. Teachers will be able to collect the responses for the group or class to analyze.

Conduct the survey. Each group will complete Step 7 by recording, interpreting, and summarizing the data.

To make connections at home, have students ask adults (parents or guardians, other teachers and school staff, district and school administration) to complete the survey and then compare answers using this graphic organizer.

Survey Comparison Graphic Organizer

Sample Questions	My Answer	Most Common Classroom Answers	Most Common Adult Answers
How important is it that the President was in the military?			
How important is it that the President has run a business?			
How important is it that the President has had experience in a national political office (e.g., Senator, Representative, Vice President)?			
How important is it that the President has had former experience at the state level (e.g., governor or city mayor)?			
What type of past position or job do you think best prepares someone to be the U.S. President?			
Which issue is most important to me while researching candidates' views: education, the environment, immigration policy, national defense, healthcare, etc.?			
How do I find out information about candidates?			

Check for Understanding

Conduct a Think-Pair-Share strategy. Ask students:

- Which is most important to people—what a candidate for public office has done in the past or what a candidate says about the issues of the day?
- How do you think each can influence what a person thinks?
- Why might people have different opinions about what is important in a candidate for public office? Explain your answer.

Rubric (3rd bullet)
2 – This response gives a valid reason with an accurate and relevant explanation.
1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 5: Application
Developing a Graphic Organizer

Students regularly use graphics to organize information. Now that they are becoming familiar with the process of selecting candidates during the voting process, they should organize that information. At the top of their paper they should write the following question:

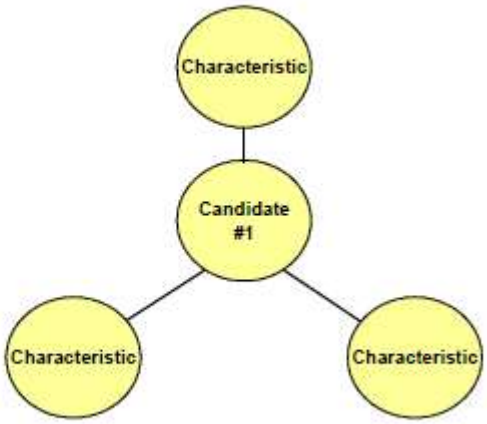
Which candidate for _____ has the characteristics I think are most important?

Note to teacher: Students may focus on a local, state, or federal election for this strategy.

Have students create the graphic organizer of their choice that will help them organize that information. It might look like:

Characteristics Important to Me	Candidate #1	Candidate #2	Candidate #3
1.			
2.			

Or, a series of webs for each candidate:



The student should complete the characteristics that are important to them, but *leave the name of each candidate blank*. They will use the graphic organizer to complete that information in lesson two.

Check for Understanding

Why should I decide what is important about a candidate's qualifications before I vote? Explain your answer.

Rubric
2 – This response gives a valid reason with an accurate and relevant explanation.
1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Lesson Two

Essential Question

- How do I find out what a candidate thinks about the issues of the day?

Delaware Content Standards Integrated in the Instructional Strategies

History Standard One 4-5a

History Standard Two 4-5b

History Standard Three 4-5a

Civics Standard Two 4-5

Strategy 1: Gathering Information
Carousel Brainstorming through T-Charts

The carousel brainstorming activity can be used to access prior knowledge.

How to conduct a carousel brainstorming session:

- Students should be placed into groups of five.
- The teacher should write the following five questions at the top of five oversized sheets of paper (flipchart paper if available). Below create a T-chart with a "+" on one side and a "–" on the other. Number the topics from one to five and place them in different areas of the classroom. (This might be done ahead of time so that they are visible when students arrive.)
  - What are the positives and negatives of learning about what a candidate thinks through watching a television advertisement?
  - What are the positives and negatives of learning about what a candidate thinks through watching a televised debate?
  - What are the positives and negatives of learning about what a candidate thinks through reading the newspaper?
  - What are the positives and negatives of learning about what a candidate thinks through watching the televised news?
  - What are the positives and negatives of learning about what a candidate thinks through looking at their website?
- Assign each student a number (1 to 5) and then ask them to move to the paper labeled with that number.

- Each group should be given a magic marker that is a different color than the other groups.
- Give the group a minute or two to write answer the question or write everything they know about the topic.
- After time is called the students move to the next question (4 to 5, etc.) and rotate around the room until they are finished answering all of the questions. Since more time is required to read the other groups' notes before adding their own ideas, the teacher might want to add an additional minute each time the group rotates.

Check for Understanding

When students arrive back to their original question, the group should discuss what was added. Is anything still missing? Have the group collectively summarize everything that was recorded.

Why is it important to learn about candidates from a variety of sources? Explain your answer.

Rubric
2 – This response gives a valid reason with an accurate and relevant explanation.
1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 2: Extending and Refining
Cause and Effect Timeline

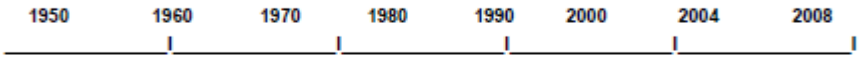
Have students conduct a Think-Pair-Share strategy to respond to the question:

How might technology have influenced campaigns over time?

Each student should first independently answer the question. Then the student pairs up with another student to compare their answers.

Next, the pair researches how technology has changed the way a candidate campaigns for public office (the use of television commercials, televised debates, candidate websites, the use of internet blog, etc.) over the past 50 years. Students should record their findings on a timeline similar to the one below.

How might technology have influenced campaigns over time?



Ways Technology Has Changed Campaigns

Students may use these sources for research:

- Advertisements from the past 50 years are available at The Living Room Candidate: Presidential Campaign Commercials 1952 – 2004. After viewing approximately five or six videos (at least one per decade), the pair should record on the timeline specific tactics that candidates used during individual campaigns.
- Televised debates are available at Debating Our Destiny. After viewing at least one debate per decade, the pair should record on the timeline specific tactics that candidates used during individual campaigns.
- Click here to find candidate websites from (1996-2004). After viewing the candidates' websites, the pair should record on the timeline specific tactics that candidates used during individual campaigns.

Check for Understanding

How has technology influenced campaigns over time? Explain your answer.

Rubric
2 – This response gives a valid influence with an accurate and relevant explanation.
1 – This response gives a valid influence with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 3: Extending & Refining
Research

Students will use the graphic organizer that they created in Lesson One, Strategy 5 to research information about current candidates for federal office. The classroom teacher should create appropriate candidate profiles for the students using candidate websites.

Hillary Clinton
Barack Obama
Mike Huckabee
John McCain

The profiles might resemble the following format:

Presidential Election 2000 – Candidate: George W. Bush

Personal Information

Age: 54

Political Party: Republican

Family: Married to Laura Bush; Twin daughters (Barbara & Jenna)

Education: Bachelor's Degree in History from Yale University and Masters of Business Administration from Harvard University

Religion: Methodist

Political Experience: Governor of Texas (1995-present); Adviser and speechwriter for father's presidential campaign (1987-88); Republican nominee for U.S Representative from Texas; 19th district (1978)

Professional Experience: Managing General Partner, Texas Rangers Baseball team (1989-94); Consultant, Harken Energy Corporation (1986); President, Spectrum Corporation (1984-86); Founder/CEO, Bush Exploration (1975-84)

Military Experience: Pilot in the Texas Air National Guard (1968–1973)

Source: http://www.cnn.com/ELECTION/2000/

	The Issues
	Defense: Supports increasing defense spending, including pay for military personnel **Education:** Believes the federal government should require states to determine education standards and administer testing **Energy:** Supports oil exploration in the Alaskan National Wildlife Refuge **Environment:** Supports continued research into the causes and impact of global warming and the development of new technologies to reduce greenhouse gas emissions. **Healthy Care:** Believes medical savings accounts should be available for American citizens **Other Issues...** Source: http://www.cnn.com/ELECTION/2000/resources/where.they.stand/index.printable.html

The class should debrief by discussing the following:

- How did your view of the candidate change once research was finished?
- Why is research important when making a decision about voting?

Check for Understanding

How would you revise your graphic organizer from Lesson One/Strategy 5 to better reflect an accurate method of selecting a candidate? Why would you make this change?

Rubric
2 – This response gives a valid revision with an accurate and relevant explanation.
1 – This response gives a valid revision with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 4: Application
Decision-Making

Decision-making grids are useful tools to help individuals choose between various options. They help students organize information to determine which option best meets criteria set by the decision-maker.

Goal: Select the Candidate for whom I will vote

	Criteria A	Criteria B	Criteria C
Candidate A			
Candidate B			
Candidate C			

Teachers should choose to conduct steps 1-2 as a class or in small groups of 2-3. Then each student may select his or her own criteria from those generated by the class.

Steps in Completing a Decision-Making Grid

1. Write your goal. What are you trying to decide?
2. List the alternatives or options in the first column.
3. Determine and record the criteria you will be using.

   For instance, if you are choosing a car to purchase, criteria might include gas mileage, price, insurance costs, etc.

   Then, using information that you have researched about your alternatives, place a + or – in each corresponding box depending on whether the alternative meets your criteria.

   As an example, suppose having a fuel-efficient car is important to you. Car A only gets 12 miles per gallon, so you would record a –, but if Car A drove 35 miles per gallon, then you would record a +.
4. After completing step three, you will add the number of pluses and minuses to determine a total. The alternative that receives the highest number is your best choice.

A completed grid might look like the one below:

Goal: Select the Candidate for whom I will vote

	Has Military Experience	Supports Health Care Changes	Opposes Tax Increases	
John Doe	+	-	+	1
Jane Smith	-	-	-	-3
Sally Stewart	+	+	+	3

Check for Understanding

Why is it difficult to determine the best candidate? Explain your answer.

Rubric
2 – This response gives a valid reason with an accurate and relevant explanation.
1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

For administration of formative assessment see **Student Self-Assessment and Reflection**

Strategy 5: Application
Simulation/Think-Pair-Share

Now that students have made their decision about whom to vote for, they are ready to participate in a voting simulation. Students should begin by creating a sequencing chart to show the steps voting.

Step One

Decide what characteristics and qualifications are important to me.

Step Two

Research the candidates.

Step Three

Complete a decision-making grid.

Step Four

Vote

Have students view How to Use the Voting Machine.

Explain to students that they will vote online in the Delaware Mock Election.

After all ballots are completed and tabulated, the results of the class-wide election should be announced. Then the students should discuss in pairs the question:

- Why do you think our classroom election resulted in this outcome?
- What factors might influence different results in other classrooms?

Have the pairs of students report to the class in order to make comparisons between responses.

Check for Understanding

Why is it necessary to follow all steps of the voting process before going into a voting booth? Explain your answer.

Rubric

2 – This response gives a valid reason with an accurate and relevant explanation.
1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

Resources and Teaching Tips

- A variety of resources are included (texts, print, media, web links)
- Help in identifying and correcting student misunderstandings and weaknesses

Background information and teaching tips are embedded within the lessons. Several web-based resources are hyperlinked. If the hyperlinks become inactive below are the web addresses:

Lesson One/Strategy 2:

Election of the U.S. President - http://bensguide.gpo.gov/3-5/election/president.html

Election of U.S. Senators - http://bensguide.gpo.gov/3-5/election/senators.html

Election of U.S. Representatives - http://bensguide.gpo.gov/3-5/election/representatives.html

Delaware State Constitution – Article III, Section 6 - http://www.state.de.us/facts/constit/article3.htm

Lesson One/Strategy 3:

Elections 101 - http://pbskids.org/zoom/fromyou/elections/elections101.html

Delaware's voting requirements - http://elections.delaware.gov/services/voter/eligibility.shtml

A video of how to use Delaware's voting machines - http://elections.delaware.gov/services/voter/eligibility.shtml

Lesson Two/Strategy 2:

The Living Room Candidate - http://www.livingroomcandidate.org/

Debating Our Destiny - http://www.livingroomcandidate.org/

Candidate Websites - http://www.livingroomcandidate.org/desktop/websites.php?nav_action=desktop&nav_subaction=websites

Lesson Two/Strategy 3:

Hillary Clinton - http://www.hillaryclinton.com/

Barack Obama - http://www.barackobama.com/index.php

Mike Huckabee - http://www.mikehuckabee.com/

John McCain - http://www.johnmccain.com/

Lesson Two/Strategy 5

How to Use a Voting Machine - http://elections.delaware.gov/information/technology/electronicmachine.shtml

Voting On-line for the Mock Election

http://elections.delaware.gov/information/mockelection/mockelection.shtml

Prestige Academy Charter School

Unit Title: Banking Basics **Grade Level(s):** 5
Subject/Topic Areas: Nonfiction Studies: Economics

Key Vocabulary:
interest
loan
saving
borrowing
bank
deposit
income
spending
economy
interdependence
interest rate
lender

Designed By: Prestige Academy **Time Frame:** 25 hours
Date: May 2012

SUMMARY OF PURPOSE:

The role of banks and other financial institutions in the economy is to transfer funds, directly or indirectly, from **savers** to **borrowers**. The money households do not spend is called savings. An economist uses saving and investing to describe what households do with money they do not spend on goods and services. Saving and investing are essential to long-run economic growth. Saving provides resources to businesses to be used as investment in **capital goods**. When **loans** are made to borrowers, it stimulates the nation's economy. The purchase of more capital goods increases a nation's production capacity for goods and services, increases the gross domestic product, and can ultimately increase the standard of living.

Starting or improving a business or purchasing or renovating a home requires large amounts of money (financial capital). Since most people do not have large amounts of savings to finance such ventures, money (financial capital) has to be borrowed from other sources. For example, if a business finds demand for its goods and/or services increases, it might borrow money to purchase capital goods to expand. This expansion might result in hiring more workers. This increases the overall level of income in the community. When home owners get a mortgage for the construction of a new house, more workers must be hired to build the houses. Their incomes are then used to purchase more goods and services. In addition to constructing the house, many homeowners will purchase additional goods and services such as furniture, appliances, landscaping, and curtains. All these purchases create additional jobs and income which is spent in the community. Students need to understand how a loan impacts economic activity in the community.

Banks receive **deposits** from savers and provide loans to borrowers. Banks provide an incentive to savers by paying interest on the deposits, and then charging interest to borrowers. The difference between the two is the bank's profit. A bank is a business, like any other, seeking to maximize profit and minimize costs. Banks also facilitate exchange by providing access to money. Bank depositors can write checks or withdraw cash in order to purchase goods and services.

Stage 1: Desired Results

Common Core/ Delaware Standards

Primary: **Economics Standard Two 4-5a:** Students will understand the role of banks in the economy.

Key Concepts/Big Ideas

- Transferable core concepts, principles, theories, and processes from the Content Standards.

- Interdependence

Enduring Understandings

Students will understand that…

- A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners.
- Because of interdependence, decisions made by consumers, producers, and government impact a nation's standard of living.
- Market economies are dependent on the creation and use of money and a monetary system to facilitate change.

Essential Questions

- Why are banks necessary for an economy?
- How might a bank affect a community?

Real World Context

- Saving and borrowing skills for economical insight and preparation to enter a global economy.

Learning Targets/Goals

Students will know…

- Saving and borrowing
- Role of banks
- How a loan stimulates economic activity

Students will be able to… (21st century skills)

- Understand multiple causes and use information to predict likely effects
- Use social studies materials and knowledge as evidence to solve problems and to make and support reasoned decisions, explanations, conclusions, or predictions
- Explain the reasoning used in making decisions or predictions, solving problems, and drawing conclusions

Stage 2: Evidence of Student Achievement

Transfer Task

Performance Task This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a new setting or context.
The assessment and scoring guide should be reviewed with students prior to any instruction. Students should do the assessment after the lessons have been completed.

Essential Question

- Why are banks necessary to an economy?

Prior Knowledge	Now that you understand the important role banks play in an economy, you are ready to show how decisions made by consumers and producers and their banks can be connected to and impact each other.
Problem	A bank wants to appeal to new clients. It desires to persuade consumers, producers, borrowers, and investors to open new accounts and to use its services.
Role/Perspective	You will assume the role of a public relations officer for a bank.
Product/ Performance	Build a web page to inform the public as to how a bank's services contribute to the interdependence of many consumers, producers, borrowers, and investors. Your web page should include: • Savings and loan services offered by the bank. • Student-designed examples of the bank's usefulness to producers, consumers, borrowers, and investors. • The use of relevant unit vocabulary words. • Student-designed testimonials of how the bank's savings and loans services impacted the standard of living of people who used those services.
Criteria for an Exemplary Response	An exemplary response will present a wide range of savings and loan services offered by a bank and how using those services connected the standard of living of at least three clients.

Note: Teachers may find that internet tools such as www.weebly.com or www.wix.com/Free/web will allow students to complete this transfer task using technology. Should technological resources be unavailable to teachers, students may use large art paper as a substitute in completing this transfer task.

Rubrics for Transfer Tasks

Scoring Category **The Web Page Provides…**	**Score Point 3**	**Score Point 2**	**Score Point 1**
a description of savings and loan services offered by a bank	The content of the web page exhibits a **thorough description** of savings and loan services offered by a bank.	The content of the web page exhibits a **partial description** of savings and loan services offered by a bank.	The content of the web page exhibits a **minimal description** of savings and loan services offered by a bank.
student-designed examples to accompany savings and loan services offered by a bank	Examples are **often given** and enhance understanding of a described bank service.	Examples are **sometimes given** to enhance understanding of a described bank service.	Examples are **rarely given** to enhance understanding of a described bank service.
content-appropriate vocabulary	**All** unit vocabulary words are used in the content of the task.	**Most** unit vocabulary words are used in the content of the task.	**Some** unit vocabulary words are used in the content of the task.
student-designed testimonials of producers, consumers, borrowers and investors to accompany described savings and loan bank services and their impact on standard of living	Testimonials are **thoroughly connected** and clearly show an impact on standard of living.	Testimonials are **somewhat connected** and show partial impact on standard of living.	Testimonials are **minimally connected** and show little impact on standard of living.

Total Score: _____

Above the Standard: 11 to 12

Meets the Standard: 9 to 10 **Below the Standard: 4 to 8**
Formative Assessments:(e.g., tests, quizzes, prompts, work samples, observations) All copies can be found in Appendix A.
Summative Assessments: Comprehensive exams Aligned to standards

Student Self-Assessment and Reflection

How a teacher uses the information from assessments determines whether that assessment is formative or summative. Formative assessments should be used to direct learning and instruction and are not intended to be graded.

The Checks for Understanding at the end of each instructional strategy should be used as formative assessment and may be used as writing prompts or as small-group or whole-class discussion. Students should respond to feedback and be given opportunities to improve their work. The rubrics will help teachers frame that feedback.

An interactive notebook or writing log could be used to organize student work and exhibit student growth and reflection.

Instructional Resources

Printed Resources

"How Banks Affect the Community." Money Talk$. Volume 3, Issue 1. Winter 2006.

McGillian, Jamie Kyle. The Kids' Money Book. New York: Sterling Publishing Co., Inc. 2003.

"Saving Adds Up!" University of Delaware Center for Economic Education and Entrepreneurship.

Web Sites

- www.kidsbank.com
- www.ncee.com
- www.bankatschool.com/documents/MTN3106W.pdf
- www.econedlink.org/lessons/index.cfm?lesson=EM358
- www.econedlink.org/lessons/index.cfm?lesson=EM455&page=teacher

Visiting Instruction

The University of Delaware Center for Economic Education and Entrepreneurship offers schools an opportunity to benefit from their partnership with local banks through the program "Teach Kids to Save Day." Many of the concepts in this unit are presented in a lesson put forward by a local bank agent through authentic literature and realistic learning activities.

Loc.gov
PBS.org
JA.org
Time for Kids

Differentiation

WIDA English Language Proficiency Standards for English language Learners.
http://www.wida.us/Resources/standards/

Flexible grouping for reading assessments.
Read Aloud.
Provide students with scribes.
Use assistive technology.

Use bilingual tests.

Enrichment

Write a letter to a bank.
Simulate maintaining a checkbook and daily track of spending.
Operate a simulated store.

Stage 3: Learning Plan

Key learning tasks needed to achieve unit goals

- **Understand roles of banks in an economy.**
- **Utilize the structures and functions of banking.**

The acronym WHERETO summarizes key elements to consider when designing an effective and engaging learning plan.

W – Help the students know Where the unit is going and What is expected? Help the teachers know Where the students are coming from (prior knowledge, interests)
H – Hook all students and Hold their interest?
E – Equip students, help them Experience the key ideas and Explore the issues?
R – Provide opportunities to Rethink and Revise their understandings and work?
E – Allow students to Evaluate their work and its implications?
T – Be Tailored (personalized) to the different needs, interests, and abilities of learners?
O – Be Organized to maximize initial and sustained engagement as well as effective learning?

Lesson One

Portions of this unit are adapted from "Learning, Earning and Investing" from the National Council for Economic Education and can be referenced at:www.ncee.net/resources/lei_online_lesson3.pdf.

Essential Question

- Why are banks necessary for an economy?

Background

Banks and other financial institutions perform two primary functions. First, they accept deposits from people who want to save their money in a safe place and also earn interest on their savings. Second, they lend money to people who want to borrow. When a bank lends money, the transaction is called a loan. Loans create serious obligations. Borrowers must repay bank loans with interest. In paying interest, borrowers compensate lenders for the use of their money. People often use borrowed money to buy goods and services in the community. Their spending provides income for workers and business owners in the community, thus fostering additional rounds of spending and saving.

Lesson 2

Essential Question

- How might a bank affect a community?

Instructional Strategies

Strategy 1: Gathering Information
Vocabulary on the Move

Use terms from Strategy 1: *interest*, *loan*, *saving*, *borrowing*, *bank*, *deposit*, *income*, *spending*, and *economy*. Write vocabulary terms on sentence strips and staple the ends together, making a "headband." Divide students into small groups (3-4). In order to activate prior knowledge, have each group select one of the terms and complete the following graphic organizer together.

Word	Our Description	Representation	Questions to ask that will help others know

			this word
saving			▪ What is it called when I keep money so that I have it for the future? ▪ What should you do with some of the money that you get?

Write vocabulary terms from Strategy 1—*interest*, *loan*, *saving*, *borrowing, bank*, *deposit*, *income*, *spending*, and *economy*—on sentence strips and staple the ends together, making a "headband." Students must put on the headband without looking at the word. Students should use the list of questions that each group created in the graphic organizer. As the questions are answered, students should begin to figure out what their word is. Students must keep their headband on the entire time.
With headbands still on, students should tell the class what they think their word is and the reasoning behind that decision.

Check for Understanding

Have each student take off the headband to see if he or she is correct.

- Ask students which questions work best, and how might they be changed to better reach understanding of the vocabulary.
- Have students make suggestions for the Word Wall. Should words be added or changed to help everyone understand?

Appendix A

Sample Resources

K-I-C Chart

What I <u>K</u>now	**What <u>I</u>nterests Me**	**<u>C</u>hoice**
		• Who might I like to work with? • What might I like to explore in the content? • How might I like to show what I learned?

Resource 1 – Role Cards

I am Andrew Smith. **I am a carpenter. When Ms. Denzel needs work done, she calls me.**	**I am Thomas Collier.** **I own a cabinet shop. I sell kitchen cabinets and other items for kitchen remodeling.**
I am Juan Miller. **I own a paint and wallpaper store.**	**I am Sue Jones.** **I am an electrician.** **When Ms. Denzel needs work done, she calls me.**
I am Yolanda Lovett. **I operate a restaurant near Mr. Washington's home.** **Many working people stop here for lunch.**	**I am Michael Sutter.** **I own a lumber yard.** **Ms. Denzel often buys lumber at my business.**
I am Tom Arthur. **I make drapes and other window treatments.**	**I am Martha Cohen.** **I own an appliance store.**
I am Becky Thomas. **I own a flooring business that sells carpet, tile, and wood flooring materials.**	**I am Tyrone Washington.** **I have decided to remodel my kitchen. I'm going to borrow money from the bank to pay for the remodeling.**
I am Cathy Albert. **I am a loan officer at Community Bank.** **I review and approve loan applications.**	**I am Alisha Denzel.** **I own a home construction and remodeling business.**
I am the narrator. **I provide background information for the play.**	**I am Barbara Flowers.** **I own an electrical supply business.**

Resource 2

What Happens When a Bank Makes a Loan?

Tyrone Washington: *[Standing in front of the audience]* I have decided that I want to remodel my kitchen. To remodel, I will need a loan from the bank. I am going to visit the bank now.

Cathy Albert: *[Stand up to greet Tyrone Washington. Pretend to shake hands]* Welcome to Community Bank. I am Cathy Albert. How may I help you?

Tyrone Washington: My name is Tyrone Washington. I want to apply for a loan to remodel my kitchen. What must I do to obtain a loan?

Cathy Albert: *[Hand Tyrone a piece of paper]* We have a loan application that you must complete and sign. When you have completed the application, we will review it and let you know if the loan is approved.

Narrator: Mr. Washington completed the application and returned it to the bank. It is now three weeks later.

Cathy Albert*:* *[Sitting at a desk]* Mr. Washington, we are so pleased to provide this loan. We hope that your remodeling project goes well.

Tyrone Washington: *[Shake hands]* Thank you. I have already begun talking with the people who will do the work for me.

Narrator: Mr. Washington returned home and began making calls.

Tyrone Washington: *[On the phone]* Ms. Denzel, this is Tyrone Washington. I spoke with you last week. I have received my loan for remodeling. You provided the best estimate for the work. When can you begin?

Alisha Denzel: *[On the phone]* Mr. Washington, we can start next week. I'll have to begin calling my suppliers so that I have the materials we need. I'll also contact the electrician, the carpenter and the cabinet maker. I'll call you tomorrow with the date and time when we will begin.

Narrator: After Ms. Denzel finished speaking with Mr. Washington, she began making other important calls.

Alisha Denzel: *[On the phone]* Sue, this is Alisha. I have a new job that I'd like to start next week. I'll need an electrician to do some of the work. Are you available?

Sue Jones: *[On the phone]* I am available and I could use the income. I guess you'll pay me when the job is complete like you always do.

Alisha Denzel: That's right. I'll order the lighting supplies from the electrical supply shop. See you next week. *[Hang up the phone]*

Alisha Denzel: *[Make another phone call]* Thomas, this is Alisha Denzel. I have a new job that includes kitchen remodeling. My customer wants new cabinets. I'd like to drop off my order tomorrow. Do you think that you could have the cabinets ready in three weeks?

Thomas Collier: Alisha, I'll have the cabinets ready. I'm grateful to have your business. Do you plan to pay a deposit and pay the balance when the cabinets are finished?

Alisha Denzel: Yes, that's my plan. *[Hang up the phone] [Make another phone call]* Andrew, this is Alisha Denzel. I'm remodeling a kitchen. I have ordered new cabinets. I need to have those installed. I have some other work for you, too. Would you be able to do some work in two weeks?

Andrew Smith: Yes, Alisha, I can do the work. I'm grateful to earn the wages you'll pay. Let me know when you want me to be there.

***Alisha Denzel*:** *[Hang up the phone] [Make another phone call]* Michael, this is Alisha Denzel. I have a job next week, and I need some lumber. If I fax my order, could you have the lumber delivered next week?

Michael Sutter: Alisha, I'll have the lumber delivered. I'll call the man who delivers for me and make arrangements to have him work next week.

Alisha Denzel: *[Hang up the phone] [Make another phone call]* Ms. Flowers, this is Alisha Denzel. I have a job next week and I need some electrical supplies. If I fax you the order, can you have the supplies delivered next week?

Barbara Flowers: Yes, Ms. Denzel, I can.

Narrator: While Ms. Denzel is calling workers and suppliers, Mr. Washington is making plans, too. He's visiting a paint and wallpaper store and a shop that offers drapes and other window treatments.

Juan Miller: *[Greet Tyrone Washington]* Good afternoon, sir. How may I help you?

Tyrone Washington: *[Shake hands]* Good afternoon. I'm remodeling my kitchen, and I want to buy some wallpaper and paint. Can you show me some wallpaper that might be good for a kitchen?

Juan Miller: Yes, sir, I would be happy to.

Tom Arthur: *[Walk over to Tyrone Washington]* Hello, sir. How may I help you?

Tyrone Washington: Hello. I'm remodeling my kitchen, and I want to buy some new blinds for the windows. Can you help me?

Tom Arthur: Yes, I can.

Narrator: Two weeks have passed. Alisha Denzel, Andrew Smith and Sue Jones have been working each day at Mr. Washington's home. *[All three are standing together]*

Alisha Denzel: I think that we should buy lunch at that burger shop up the street. We ate there last week, and the food was good. *[All three walk away]*

Narrator: The three go for lunch.

Yolanda Lovett: *[Walk up to the three who are sitting at one table]* It's good to see you again. We always like it when customers come back. What can I get you to eat?

Narrator: The three workers order, eat and get back to their jobs.

Alisha Denzel: Mr. Washington, we have a lot of the remodeling done. Soon we'll be ready to add the cabinets and other features. It would be a good idea if you would order the floor covering and appliances. I have the names of two stores you might want to visit. *[Hand Tyrone a piece of paper]*

Tyrone Washington: I can do that while you're working this afternoon. *[Walk away]*

Narrator: Mr. Washington leaves to order floor covering and appliances.

Becky Thomas: *[Walk up to Tyrone Washington]* Hello, sir. Are you interested in some new floor covering for your home?

Tyrone Washington: Yes, I would like to order some ceramic tile. Do you have someone who can install it next week?

Becky Thomas: Yes, sir, I can call the installer and set up an appointment. Let's pick out the tile you want.

Martha Cohen: *[Walk up to Tyrone Washington]* Good afternoon, sir. May I help you with some appliances?

Tyrone Washington: Yes, I'm remodeling my kitchen. I want to buy a new stove, refrigerator, and dishwasher. I would like to have them delivered in two weeks. I also need to have the old appliances picked up. Do you provide that service?

Martha Cohen: Yes, sir. We can deliver your appliances, and I'll call the company we work with to pick up your old appliances.

Narrator: After several weeks, Mr. Washington had his remodeling work done. Each month he makes a payment on his loan from the bank.

The End

Resource 3 – Record the Action Answer Sheet

Name _____

As you listen to the play, fill in the blanks in the statements below with the words provided.

cabinets	**remodel**	**income**
Community Bank	**appliances**	**wages**

1. Tyrone Washington borrowed money from the bank so that he could _____.
2. Tyrone Washington hired Alisha Denzel's company to do their remodeling work. Mr. Washington will pay Ms. Denzel with money he borrowed from _____.
3. Alisha Denzel will hire people to help her remodel Mr. Washington's house. Sue Jones is the electrician who will work for Alisha. Ms. Jones said that she could use the _____.
4. Andrew Smith was grateful to earn the _____ Ms. Denzel would pay.
5. Thomas Collier was affected by Mr. Washington's decision to borrow from the bank because Mr. Collier made the _____ for Mr. Washington's kitchen.
6. Martha Cohen was affected by Mr. Washington's decision to borrow from the bank because Mr. Washington ordered _____.

ANSWER KEY

1. remodel
2. Community Bank
3. income
4. wages
5. cabinets
6. appliances

Resource 4 – Name Tags

Tyrone Washington
Homeowner

Alisha Denzel
Home-Repair and Remodeling

Narrator

Juan Miller
Paint and Wallpaper

Sue Jones
Electrician

Michael Sutter
Lumberyard Owner

Martha Cohen
Appliance Store Owner

Cathy Albert
Loan Officer

Thomas Collier
Cabinet Shop Owner

Barbara Flowers
Electrical Supplies

Andrew Smith
Carpenter

Yolanda Lovett
Restaurant Owner

Tom Arthur
Drape Maker

Becky Thomas
Flooring Store Owner

Graphic Organizer

Word	Our Description	Representation	Questions to ask that will help others know this word
saving			• What is it called when I keep money so that I have it for the future? • What should you do with some of the money that you get?

Situation Note Cards

A new bank has come to town. Many new jobs are available because a new construction plant has just opened. Quite a few newer cars can be seen on the highway.

Things have been the same for quite awhile. Most homes look to be in the style of about 30 years ago. Three new businesses have opened in the last year. The city police cars need a new paint job.

Several families have moved into the neighborhood. Mr. Sams is a pharmacist who lives down the street. Joe owns his own trucking business, and he said that it will be expanding next month.

The town seems to keep getting smaller each year. It seems strange that there is only one bank in town now. When teenagers finish high school, they normally move away. Nobody can really afford college, and there aren't many jobs.

Our small city will be getting a minor league baseball team next year. The new shopping mall and lumber yard have really helped to provide jobs for the residents. We have new street signs everywhere you look.

Economics

Mrs. Marsella

Unit: Social Studies

Packet: Day 173 – Day 177

Standard: Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses and governments in a market economy.

Name _____

Date: **May 23rd – May 27th , 2011**

Homeroom (Check one)

- ○ **Univ. of Pittsburgh**
- ○ **Univ. of Virginia**
- ○ **George Washington Univ.**

OBJECTIVES: *By the end of this week's lesson, you will be able to…*

- ☐ SWBAT identify the role of money in everyday life and explain the benefits of a personal bank account.
- ☐ SWBAT practice making reasonable financial choices.
- ☐ SWBAT manage a personal bank account by making deposits and withdrawals.

30 CHALLENGE OF THE DAY

The diagram below shows four Moon phases observed during July.

On which date would the next New Moon occur?

(1) August 5
(2) August 10
(3) August 19
(4) August 29

DO NOW

1. ___ Save
2. ___ Spend
3. ___ Invest
4. ___ Donate
5. ___ Money

A. To set aside, reserve or avoid the spending of.

B. To present as a gift, grant or contribution.

C. To pay out, disburse or expend.

D. To put money to use by purchasing or spending, in something that offers a profitable return such as interest, income or increased value.

E. Any circulating medium of exchange, including coins, paper bills or anything equivalent.

Write a definition, in your own words, of these terms and draw a picture to help you remember!

save	spend	invest	donate	money

I DO – *CLASS NOTES*

Specialized Terminology

1. **Bank account** – a _____ of money _____ or _____.
2. **Deposit** – to put money in a _____ _____ for _____.
3. **Earn** – to _____ income for _____ or _____.
4. **Interest** – money _____ for the use of _____ _____ money.
5. **Money** – anything people _____ to accept as a means of _____.
6. **Withdrawal –** to take money _____ of a _____ _____.

GUIDED PRACTICE

Write the answers and responses to the discussion based on the questions below.

1. What is money?

_____
_____
_____

2. How do we get money?

_____
_____
_____

3. What do we do with money (YOU KNOW THIS!)?

_____
_____
_____

When you have money you want a _____ place to keep it! You also want to know _____ _____ money you have and how much you _____ and _____.

When you put your money in a _____ you are opening a _____ _____. The account is listed in your _____ and is a _____ of the money you _____ (money you put in) and the money you _____ (money you take out).

Most people earn _____ for work they do. Income is _____ received for _____, _____ or _____, or as _____, or _____ earned on investments. When you earn income, it is wise to _____ what you will do with it.

Have you ever earned income? How? If not, how could you earn income?

- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____

<u>COMMUNITY GAME</u>: Personal Bank Account Register

1. Your grandma gave you $50.00 for earning all A's on your report card.
2. You bought a soda at the mall on Friday that cost $3.50.
3. You sold an old X-Box game at Gamestop for $10.00.

Transaction Description	Withdrawal (-)	Deposit (+)	Balance (=)
	-	+	
			=
	-	+	
			=
	-	+	
			=

4. What's your balance? _____

Materials:
Game Board
Game Pieces
Spinner
What the spaces mean:
Oops: Players lose a turn, get sent back to a previous space, or pay a cash penalty for making a poor financial decision.
Challenge Choice: Players make a choice to spend or earn money based on a scenario, and then make a bank deposit or a withdrawal.
Rest Stop: Round Three only. Players make a withdrawal and choose to share, save, or spend the money.
All other spaces, players deposit money received for work completed, sales or prizes.

Rules:
Each scholar places their Game Piece at the GO!.
Read *Round One Objective*.
Each scholar has a gift of $25 to begin with. Enter that value into your balance box.
Game Procedure:

- Decide the order of play.
- Each scholar spins the spinner once per turn and then moves the Game Piece the number of spaces indicated.
- As scholars pass GO! They collect $5 interest to deposit in their account.
- Scholars must read aloud and then follow the instructions written on the board space on which they land.
- After each turn, students must record deposits (add) or withdrawals (subtract) on their Personal Bank Account Register and calculate their new balances.
- Play continues until **5-4-3-2-1!** *(You know what to do!)*
- Make sure your name is on your paper – it will be collected for classwork and used again for the next round!!

Learning Check
1. What are the key steps to managing money?

_____

_____

2. How do you track money?

_____

_____

3. Why is a bank account important?

Economics Quiz #177 – Personal Bank Accounts	Name _____ Date _____ Homeroom _____	Score: ____/10

_____

_____

Fill in the blank with the correct word from the word bank.

bank account	deposit	withdrawal	earn
income	interest	money	

1. In order to keep my money in a safe place, I'm going to open a _____.
2. Jack opened a savings account and every month that money earns _____.
3. _____ is the money you earn from working.
4. When I put money in my banking account, I have made a _____.
5. When I take money out of my banking account, I have made a _____.

*Read the scenarios 6-9 and complete the math needed in the account register. **(1 point each + 1 point for showing your work in the register)***

6. You got a summer job and for your first week's paycheck earned $200.00.
7. You bought a new pair of Nike's to play basketball in this summer. They cost $89.99.
8. You made a donation to the community food bank. You gave them $20.00.

Transaction Description	Withdrawal (-)	Deposit (+)	Balance (=)
	-	+	
			=
	-	+	
			=
	-	+	
			=

9. What's your balance? _____

BUSINESS SMARTS BONUS: Your business is doing so well you are too busy to serve all your customers. What should you do?

A. Hire an employee.

B. Call the competition and offer to share your customers.

C. Do the work yourself and ask your customers to be patient.

Reasons for Banks
Vocabulary and Definitions

Bank – Businesses that accept people's deposits of money in checking and savings accounts and make loans to people who want to borrow money

Borrowing – Using money or things that belong to another person with the understanding that the things will be returned or the money repaid.

Deposit – Money put into a financial account. Also, to place money in a financial account.

Economy – Activities related to the production and distribution of goods and services in a particular geographic region.

Income – Money people earn for work.

Interdependence – A situation in which decisions made by one person affect decisions made by other people, or events in one part of the world or sector of the economy affect other parts of the world or other sectors of the economy.

Interest – Money people receive for allowing the bank or someone else to use their money. Interest can also mean the fee a borrower pays for a loan.

Interest Rate – The price of money that is borrowed or saved.

Lender – Someone who lends another person money, usually a bank, or things and expects to have the money repaid or the item returned.

Loan – An arrangement in which a lender gives money or property to a borrower and the borrower agrees to return the property or repay the money, usually with interest, at some future point in time.

Saving – Income not spent on goods and services; this money is set aside to spend later.

Spending – Buying goods and services.

Name_____ Date: _____

Prestige Academy Charter School

HW # 176 – Vault News – June 2010

Directions: Read the article and answer the multiple choice questions. **SHOW YOUR PROOF!** NO PROOF = HWC!

1. Which of the following **best** defines a *social entrepreneur*?
   a. A person who works for themselves.
   b. A person who works for the community.
   c. A person who works for themselves and the community.
   d. A person who entertains society.

2. **According to the text**, all of the following are true except?
   a. Social entrepreneur ventures can only be performed by young people.
   b. Social entrepreneur ventures can involve the environment.
   c. Social entrepreneur ventures can involve people who are less fortunate.
   d. Social entrepreneur ventures can involve large companies.

3. Using **context clues** what is the **best synonym** for *transform*?
   a. stop
   b. change
   c. ignore
   d. make

4. What is **most likely** the reason people become social entrepreneurs?
   a. People become social entrepreneurs to harm others.
   b. People become social entrepreneurs to gain fame and fortune.
   c. People become social entrepreneurs to help others.
   d. People become social entrepreneurs to practice their skills.

5. What is **most likely** the reason the girl in the comic "A Good Cause" wants to "Salt the slugs"?
   a. She loves slugs.
   b. She doesn't like the boy in the comic.
   c. She thinks salt will help the slugs.
   d. The slugs have been destroying her garden.

BONUS:

TRUE or **FALSE** – People in this country can help the less fortunate in other countries.

June 2010: Kids Can Change the World!

Don't have a summer job yet? Want to make a difference in the world? Why not work for yourself and your community by becoming a social entrepreneur? In this issue, we'll look at some resources and ideas that can help you get your social venture off the ground.

Biz Kid$ of the Month

Check out these YouTube videos from our show of young social entrepreneurs who have made a positive difference in their communities:

Live Green Learn Green: Two high school students start a project with a grant from Youth Venture, to help 'green' the homes of lower-income families.

Team Revolution: Check out TEAM Revolution, a youth-leadership center started by Divine Bradley. With the help of a grant from Youth Venture, Divine helped transform the youth in his inner-city Brooklyn neighborhood into community leaders and social entrepreneurs. By partnering with Polo Ralph Lauren, and Doritos, Divine proved that there are no limits to what a social entrepreneur can do.

Richard's Rwanda: How can grade school girls change the world? Meet Jessica and her friends, who started Richard's Rwanda, a community service project to help orphans from the genocide in Rwanda.

Unit Title: Ecosystems **Grade Level(s): 5**

Subject/Topic Areas: Life Science

Key Vocabulary: Ecosystem
Producer
Consumer
Decomposer
Inter-dependence
Dependence
Living
Non-Living
Resources
Balance
Interaction
Ecocolumn

Designed By: Prestige Academy **Time Frame:** 20 to 25 hours
Date:

SUMMARY OF PURPOSE:
In this unit, students understand the web of relationships that links organisms to one another and to their natural environments. By constructing, observing, discussing and reading about both land and water ecosystems in this unit, students develop a growing sensitivity to living things and what they need to survive. Students learn that organisms in ecosystems have dependent and independent relationships.

Stage 1: Desired Results

Common Core/ Delaware Standards

Primary: **Standard 6.2.A** Plants need the Sun's energy to grow and survive.
(Essential)

Standard 6.2.B Animals need food to provide materials and energy for life, which they derive directly or indirectly from plants.
(Essential)

Standard 8.1.B All living organisms interact with the living and nonliving parts of their surroundings to meet their needs for survival. These interactions lead to a constant exchange of matter.
(Essential)

Standard 8.2.A Plants need energy from the Sun, water and nutrients for growth and survival.
(Essential)

Standard 8.2.B Animals eat plants or other animals that have eaten plants. Animals obtain energy and materials for body repair and growth from food.
(Essential)

Standard 8.2.C Dead plants and animals are broken down by decomposers.
(Essential)

Secondary: **Standard 8.1.E** In order to survive, populations within an ecosystem require a balance of resources.
(Important)

Key Concepts/Big Ideas

• **Models** are used to duplicate, investigate, and analyze aquatic and terrestrial ecosystems
• **Models** are used to **observe interactions** within an ecosystem
• Energy and matter **cycle** through an ecosystem

Enduring Understandings

Students will understand that…

• Organisms and their environments are interconnected.
• Changes in one part of the system will affect other parts of the system.
• Matter needed to sustain life is continually recycled among and between organisms and the environment.
• Scientific inquiry involves asking scientifically-oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.

Essential Questions

1. How can change in one part of an ecosystem affect change in other parts of the ecosystem?
2. How does matter and energy link organisms to each other and their environment? Why is sunlight essential to life on Earth?
4. How is matter and energy transferred/transformed in living systems?

Real World Context

- Real world situations.
- Implementation and experimentation on small scale ecosystem.
- Environmental observations and exploration.

Learning Targets/Goals

Students will know…

• How to conduct simple experiments
• How to set up a model
• How to collect, record, analyze data using simple tools
• How to care for and maintain living organisms
• Understand that interactions within and among living systems causes changes in matter and energy
• Understand that organisms are linked to each other and to their environments in a web of relationships
• Understand that an ecosystem is a community of organisms that interact with each other and the environment.

Students will be able to… (21st century skills)

- Examine a variety of ecosystems such as marsh, pond, field, forest. Compare how the organisms, the habitat, and the food chains are similar and different in these ecosystems.
- Differentiate between an organism's "habitat" (where an animal lives) and its "territory" (an area claimed as its own space). Select an organism and describe its habitat and territory.
- Predict and describe how a dramatic increase or decrease in the population size of a

single species within an ecosystem affects the entire ecosystem.
- Identify environmental factors that affect the growth and reproduction of organisms in an ecosystem (e.g., temperature can affect germination and soil moisture).

Stage 2: Evidence of Student Achievement

Transfer Task

Performance Task -
Exploration of an Ecosystem: Teams of students gather data from a real ecosystem. Teams use a string as a compass and make off a circle 2 meters in diameter, identifying the boundary with stones, leaves or twigs. Students sketch the area on a record sheet; record the air temperature, relative wind speed, moisture content of the soil, and degree of soil compaction in their area. They also collect a soil sample and identify nonliving factors in their area, including those added by people, such as sidewalks. Living things will be observed and gathered (in the case of producers) as well. All found data and specimens will be displayed and presented. The class will compare and contrast the results.

Rubrics for Transfer Tasks

Performance Task

	4	3	2	1
Diagram	Diagram complete with color, labels and detail.	Diagram contains only details and labels but no color	Diagram contains details but no labels or color.	Diagram contains no elements of an accurate scientific diagram.
Data	All data presented with accurate units and labels.	All data presented but units and labels inaccurate.	Some data presented.	No data presented.

Formative Assessments:(e.g., tests, quizzes, prompts, work samples, observations)
All copies can be found in Appendix A.

Summative Assessments:
Comprehensive exams
Aligned to standards

Student Self-Assessment and Reflection
Self –assessment Lesson 8.
Instructional Resources
Moore, Eva. *The Story of George Washington Carver*. 1971. Scholastic Inc. ISBN 0-590-42660-5. This is a great book for reading while teaching Ecosystems. It is an easy biography to read with actual photographs. I use to have the students make a timeline of important events in George's life as they read the book. I usually had the students read this book during February (Black History Month) or while studying the Civil War. It would also work well while teaching Mixtures and Solutions (Linda Mosley- Red Clay Lead Teacher) *Populations and Ecosystems*. 1996. Silver Burdett Ginn Inc. ISBN 0-382-33479-5 *Populations and Ecosystems* has great activities that teachers can do in and out of the classroom. (Linda Mosley- Red Clay Led Teacher) Walker, Colin. *Ecology*. 1992. The Wright Group. ISBN 0-7802-0451. Contains lots of colorful illustrations of plants and animals that can be used as a reference for writing reports. (Linda Mosley- Red clay Lead Teacher) Walker, Colin. *The Environment*. The Wright Group. ISBN 0-7802-0465-4. This is full of activities, black and white photographs and charts/diagrams that can be used as a reference for writing reports. (Linda Mosley- Red clay Lead Teacher) Walker, Colin. *Forest Forever*. 1992. The Wright Group. ISBN 0-7802-0455-7. This has colorful photographs that can be used for reference. (Linda Mosley- Red Clay Lead Teacher) **Lorax – Dr. Suess** **A River Ran Wild** **Come Back Salmon** **Ecology Mystery Stories – Jean Craighead George** **Trouble at Marsh Harbor** **Video / Websites** **Bill Nye Video – Ecosystems** **Freddy the Fish – on-line great for text-based LA assessment** **Field Trips** **Bombay Hook/ Abbott's Mill – covers the digestive system of the fish** **Smyrna Aquatic Center – Eco-explorers Program** **Ashland Nature Center**
Differentiation
WIDA English Language Proficiency Standards for English language Learners. http://www.wida.us/Resources/standards/ **Flexible grouping for reading assessments.** **Read Aloud.** **Provide students with scribes.** **Use assistive technology.** **Use bilingual tests.**
Enrichment
Ask and provide research and reflection

Make real world connections
Use technology reading, writing and other tools to enhance learning
Debate
Higher order thinking (synthesize)

Stage 3: Learning Plan

Key learning tasks needed to achieve unit goals

- Identify living things in an eco-column.
- Identify non-living things in an eco-column.
- Identify basic needs of fish to survive in an ecosystem and why these needs are essential.
- Identify basic needs of plants to survive in an ecosystem and why these needs are essential.
- Describe plausible consequences to overcrowding of fish in an ecosystem.
- Identify the Sun as the source of energy in an ecosystem.
- Describe the path of energy from the Sun to producers to composers.
- Given a picture, complete a simple food chain.
- Describe how populations within a wetland ecosystem may be affected if an organism is removed.
- Identify changes in population data over time.
- Identify a cause for changes in population data over time.

The acronym WHERETO summarizes key elements to consider when designing an effective and engaging learning plan.

W – Help the students know Where the unit is going and What is expected? Help the teachers know Where the students are coming from (prior knowledge, interests)
H – Hook all students and Hold their interest?
E – Equip students, help them Experience the key ideas and Explore the issues?
R – Provide opportunities to Rethink and Revise their understandings and work?
E – Allow students to Evaluate their work and its implications?
T – Be Tailored (personalized) to the different needs, interests, and abilities of learners?
O – Be Organized to maximize initial and sustained engagement as well as effective learning?

Lesson 1

General Topics - Students focus on the topic of ecosystems and serves as a pre-unit assessment of their knowledge and questions related to ecosystems.
A discussion is prompted by an illustration of a riverbank that provides additional information about ideas regarding relationships between living and non living things.

Check for Understanding: Exit Slip

Lesson 2

General Topics - This lesson introduces students to the process of using a model for making scientific observations. By constructing model terrariums and beginning a written record of the components, students begin to think about the relationships among the living and non living things.

Check for Understanding: Exit Slip

Lesson 3

General Topics - In this lesson students set up their model aquaria and discuss the needs of organisms in an aquatic environment. After carefully observing the aquatic plants students

use a series of reading selections to discover more about these organisms and the roles they play in maintaining the ecosystem.

Check for Understanding: Exit Slip

Lesson 4

General Topics - Students build on the understandings that green plants make their own food and shift their focus from plants as producers of food to animals as consumers of food. Students add and observe aquatic animals and read to learn more about their animals in the aquaria.

Check for Understanding: Exit Slip

Lesson 5

General Topics - Through a class webbing activity students synthesize what they have read and observed about aquatic ecosystems. In writing, students then focus on the dependent and interdependent relationships in their ecosystems to identify observable evidence that these relationships really do exist.

Check for Understanding: Exit Slip

Lesson 6

General Topics - Students record initial observations of the terrarium animals they have added and analyze the role organisms play in a stable ecosystem. This analysis prepares students to make further predictions about how living things affect each other.

Check for Understanding: Exit Slip

Lesson 7

General Topics - Using a terrestrial food chain wheel and a webbing activity, students learn more about the concepts of food chains, dependence, and interdependence. They compare land and aquatic ecosystems and reflect on how the two systems are interdependently related after physically joining their aquaria and terrarium to make an ecocolumn.

Check for Understanding: Exit Slip

Lesson 8

General Topics - Using their model ecosystems, students observe describe and compare stable and disturbed ecosystems. Students identify and discuss natural and human made causes that can disturb an ecosystem.

Check for Understanding: Exit Slip

Lesson 9

General Topics - Through research students make a classroom presentation about three pollutants and the trade offs involved when humans release pollutants into the environment. Students observe their stable ecosystems and record observations.

Check for Understanding: Exit Slip

Lesson 10

General Topics - In this lesson students apply what they learned about pollutants in lessons 8 and 9 in preparation of designing their own pollution experiment on their ecocolumns. Students use a planning worksheet to formulate a specific experimental question and make predictions about the results. Through this experience students gain additional insight into the use of modeling to test and observe cause and effect.

Check for Understanding: Exit Slip

Lesson 11

General Topics - In this lesson students implement their pollution experiment to test their hypotheses. This gives students experience in using simulations, recording results, and verifying predictions. Students also discover the usefulness of varying results. Student's mix and measure chemicals as outlined in their pollution planning worksheet.

Check for Understanding: Exit Slip

Lesson 12

General Topics - Students observe and record the effects of pollutants have had on the classroom ecosystems used in the experiments. Students observe and discuss the control ecocolumn. Then, by testing each aquariums pH, students discover that one system has affected the other- a concept related to real world land and water systems.

Check for Understanding: Exit Slip

Lesson 13

General Topics - Reflecting on their experiences as experimenters in lesson 12, students now focus on how scientists use models to answer questions. By comparing the results of their experiments, students also learn the importance of using controls and averaging data.

Check for Understanding: Exit Slip

Lesson 14

General Topics - Students report on their teams pollution experiments and analyze the data and the effects of each pollutant. By reading about a real ecosystem in danger, the Chesapeake Bay, they start exploring ways to solve real life environmental problems.

Check for Understanding: Exit Slip

Lesson 15

General Topics - Students now use role playing to examine the Chesapeake Bay from different points of view, the ordinary citizen, dairy farmer, waterman, land developer and recreational boater. By completing a problem solving sheet, student groups analyze the Bays problems from one of these perspectives, propose solutions, and identify trade-offs.

Check for Understanding: Exit Slip

Lesson 16

General Topics - Students present an environmental problem from a particular point of view and propose solutions. Students examine their own lives and how they can find solutions to some of the world's environmental problems.

Check for Understanding: Exit Slip

Appendix A

Sample Resources

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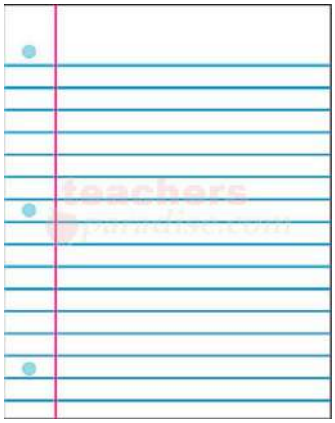
<u>Do Now #24:</u> Living, Nonliving and Dead

Look at each picture. Write living, non living, or dead under each.

1. _____



2. _____

3. _____

4. _____

5. _____

6. _____

Do Now #25: Organisms

1. List the main things that all animals need to live._____

_____

_____

2. List 5 animals with backbones.

_____

_____

_____

_____

_____

3. Draw 2 of the animals from your list helping each other in some way. Label the living, nonliving and dead elements of your diagram.

Do Now #26: Classifying

1. List the main things that all animals need to live._____

_____

2. List 2 ways animals can be grouped.

_____

3. List the 4 main things that animals need to live.

1._____

2._____

3. _____

4. _____

4. Vertebrates are divided into five groups. Name them.

M_____

R_____

F_____

A_____

B_____

4. Touch your backbone. How would your life be different if you didn't have one?

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Do Now #27 – Life Cycles

1. List the 6 main things that animals need to live.

1._____

2._____

3. _____

4. _____

5. _____

6. _____

Draw an example of each of the five vertebrates in the boxes.

Mammal	Reptile	Fish	Amphibian	Bird

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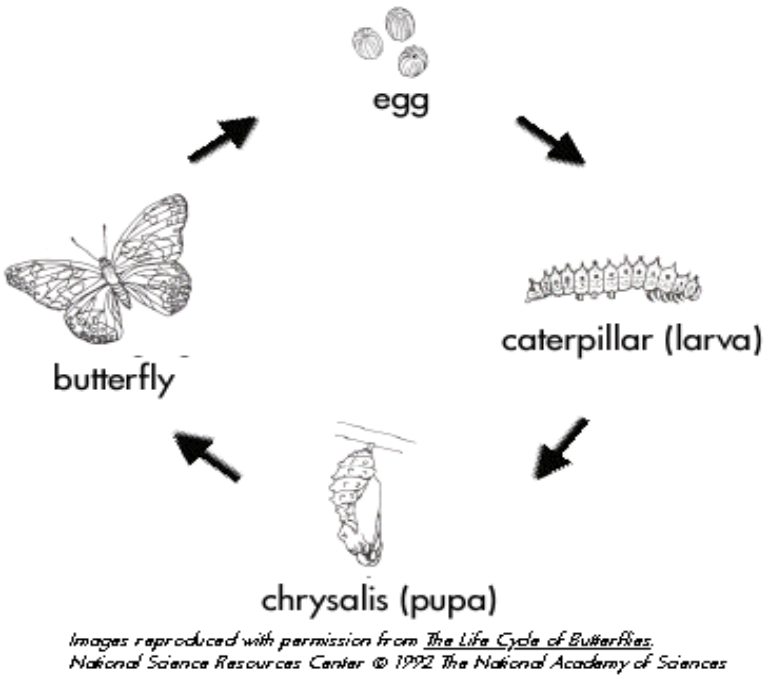
Do Now #28 – Quiz Review

Directions: Answer each question by filling in the blank. Use the vocabulary terms!



Images reproduced with permission from The Life Cycle of Butterflies.
National Science Resources Center © 1992 The National Academy of Sciences

1. Butterflies go through _____ stages of life, but they only look like butterflies in the _____.

2. An adult butterfly lays an _____.

3. The egg hatches into a _____ or caterpillar.

4. The caterpillar forms the _____ or cocoon.

5. The chrysalis matures into a _____.

6. Which of the following must be present for an organism to be considered living or dead?
   a. hair
   b. lungs
   c. cells
   d. growth

7. Which of the following is NOT made up of cells?
   a. bird
   b. leaf
   c. virus
   d. water

8. The prefix uni- means what? _____(example: **uni**cycle)

10. TRUE or FALSE: Plants (producers) are living things. _____

5th Grade NFS

Day #24 – Day #27
Objective – SWBAT…

- ✓ **Identify living and nonliving things**
- ✓ **Compare and contrast structures of different kingdoms**
- ✓ **Identify producer, consumer and decomposer**

Name _____

Date _____

Homeroom _____

What is an Ecosystem?

Like every other organism on earth, you are part of a _____. Your community includes _____ - your family, friends, and pets. It includes _____ - your room, home and street.

List some other living and nonliving things in <u>your</u> community!	
<u>LIVING</u>	<u>NONLIVING</u>

"_____" is another word for community. An ecosystem is made up of _____ and _____ things. The living things _____ with each other. They also interact with their _____. Because of these interactions, an ecosystem is always _____.

In this unit, we will build a _____ _____, or ecocolumn. It will include a _____ and _____. You will put live _____ into each section of your ecocolumn. By studying this model, you will learn about the relationships between living and nonliving things on earth.

Your ecocolumn will be a busy place. Plants will _____; eggs will _____; new fish will be born. You may see signs of _____. Too many animals or plants may _____. Too many may be _____. There might not be enough _____. These events are _____ and they happen in the real world too.

Observe these three ecosystems and list all the living, nonliving and dead things in the pictures.

Desert –

Rainforest –

Arctic –

What are some ecosystems that you can think of?

_____
_____
_____
_____

An ecosystem can be as large as the _____ or as small as a _____.

What is your ecosystem? _____

What living, nonliving and dead factors can be found in your ecosystem?		
LIVING	NONLIVING	DEAD

Draw a diagram of some of your organisms interacting with other living, nonliving and dead elements in your ecosystem. REMEMBER TO LABEL!

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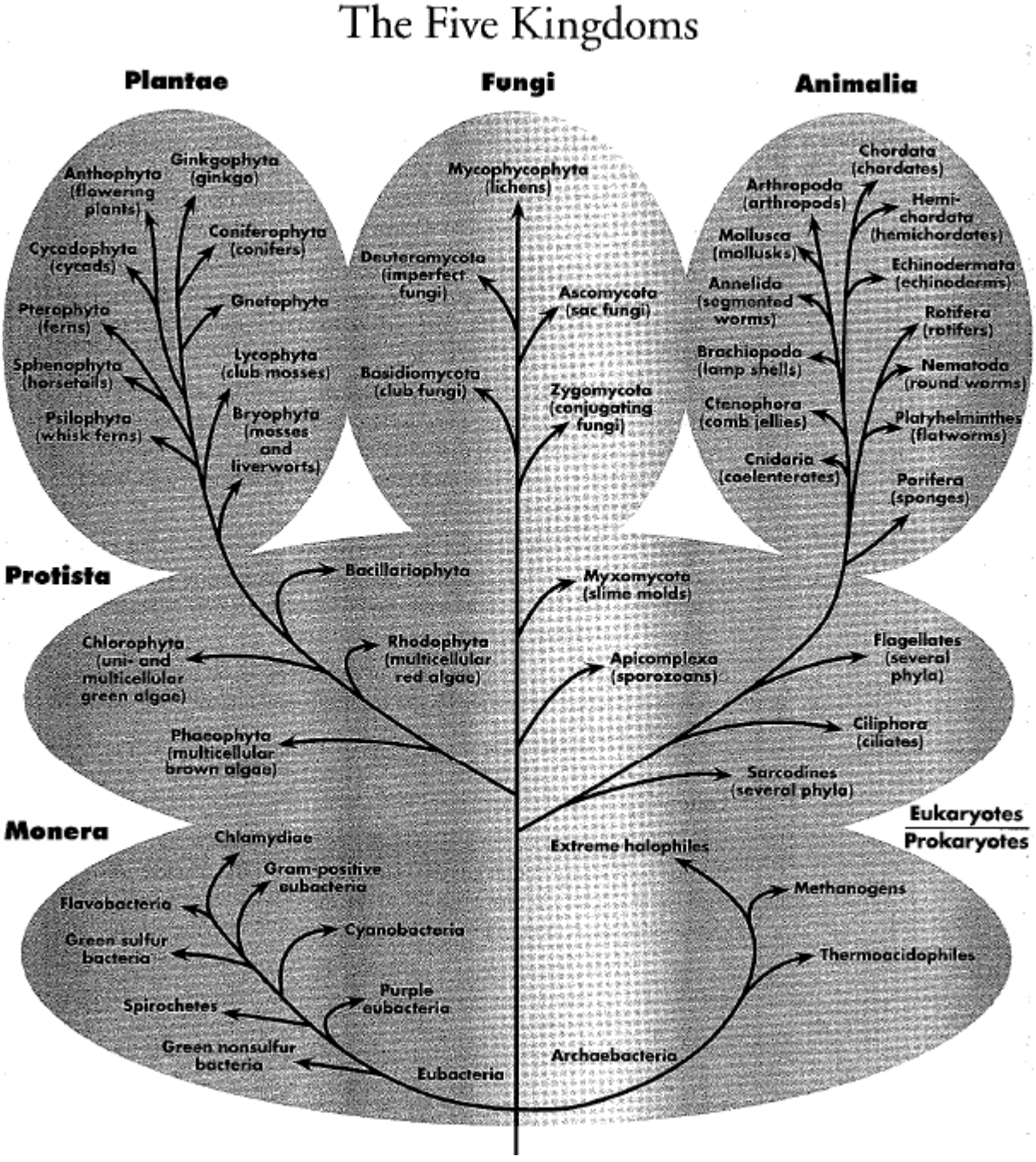
The classification of living things is called _____. Scientists examine the _____ _____ of living things and then classify them as being more or less _____ to one another. These classifications are based on the opinion and judgment of biologists and other scientists so as scientists learn more about living things, they _____ the classification system.

The basic system for taxonomy was developed by a Swedish naturalist named _____ _____ (1707 – 1778). His system is made up of _____ groups: _____, _____, _____, _____, _____, _____, _____. Species, the smallest grouping, has the most characteristics in common between its members.



Today there is a _____ kingdom classification system which scientists use.

These kingdoms include:

ANIMALIA =

_____

PLANTAE =

_____

FUNGI =

_____

PROTISTA =

_____

MONERA =

_____

REMEMBER **OBSERVATIONS**…NOT INFERENCES!!

Plant Structures

Procedure and Observations

1. Observe a potted plant. Record the structures and characteristics you see.

2. Based on your initial observations of the potted plant, what characteristics can you use to describe a plant?

Draw a diagram with labels of the plant you have been observing:

3. With your partner, make four to six Plant Cards. Write the characteristics of each plant you observe on a separate card.
4. Read one card aloud. Compare your observations to those of another team.
5. Based on additional class observations, what other characteristics can you use to describe a plant?

_____ _____ _____

_____ _____ _____

Conclusion

6. What structures and characteristics are most useful to look at when describing a plant?

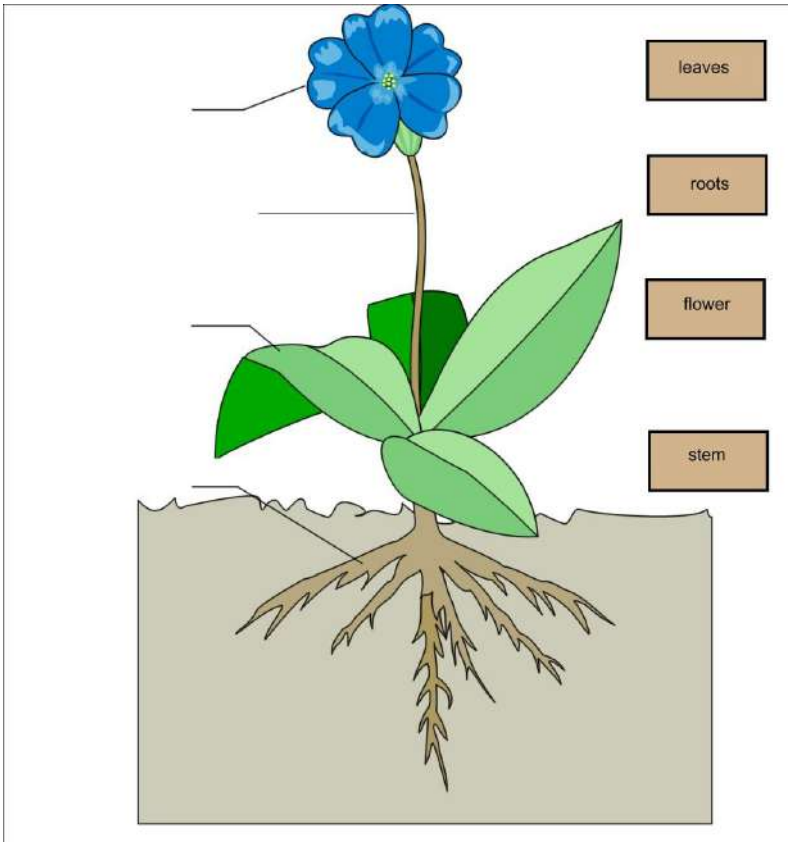
_____

_____

_____

_____

Label each part of the plant.



7. Name one function of the stem._____

8. Name one function of the root_____

9. Name one function of the leaves. _____

10. Name one function of the flower. _____

1. Which of the following **best** explains the structure and function of the stem of a plant?
    a. The stem is a strong leg for the flower to stand on so it doesn't fall in the dirt.
    b. The stem transports water and food between the roots and the flower.
    c. The stem has no structure or function.
    d. The stem stores all the food so the plant can live.

2. Make an inference from these observations. The plant is drooping low to the ground. It looks wrinkled and is a brown color.

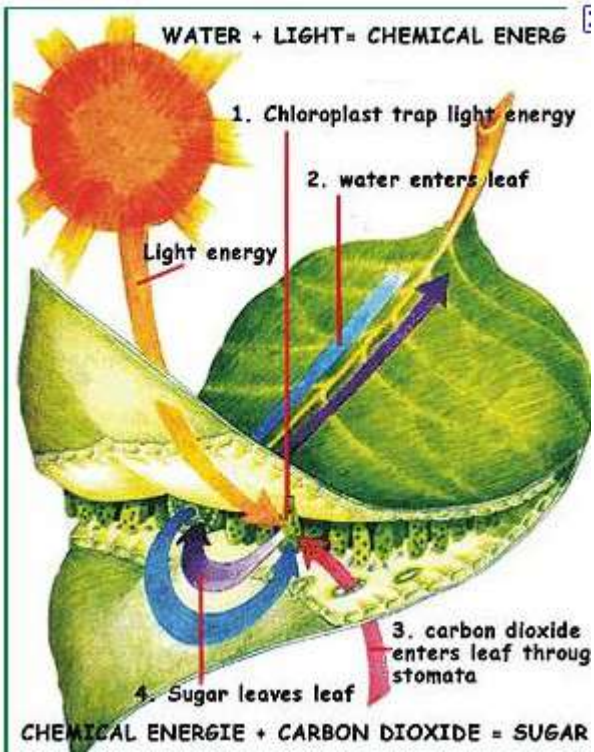
    _____
    _____
    _____

3. If we wanted to discover what would happen to plants if they have no light or water, what would our independent variable be?
    a. The type of plant
    b. The type of water
    c. The type of light
    d. The presence of light and water

4. Which of the following is the largest classification grouping of organisms?
    a. kingdom
    b. species
    c. whale
    d. ecosystem

5. Where does all energy in an ecosystem come from?
    a. space
    b. the sun
    c. water
    d. soil

6. Use the diagram to the left to summarize how plants make food from the sun.



_____

_____

_____

_____

_____

_____

Reproduce -

_____

_____

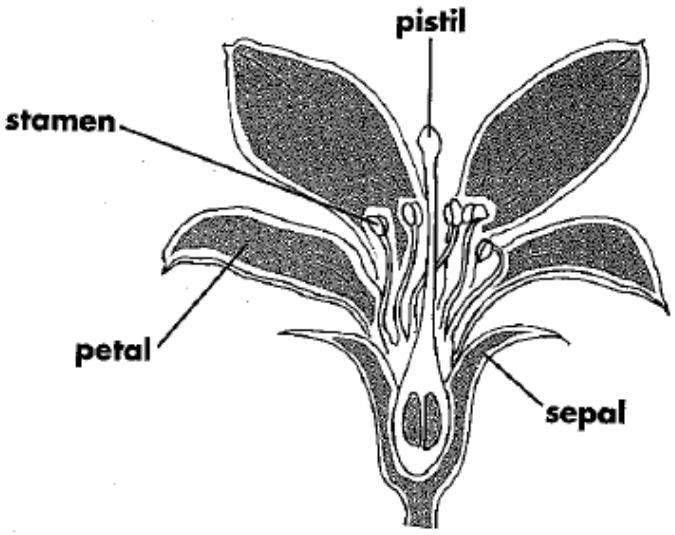
_____

All living things _____, and without reproduction, a species would _____ out.

Many plants reproduce using _____. Seeds form in the flowers and then the seeds _____ into new plants.

Procedure and Observations

1. Study the parts of a flower.
2. Observe a flower. Count the petals and sepals. Find the pistil and stamens. Use a hand lens for all your observations.
3. Open a paper clip. Cut open the flower.
4. Draw the inside of the flower. Label the parts.



Conclusion

5. How does a flower function in plant reproduction? Use the names of all the flower parts in your answer.

_____

_____

_____

What role do insects, mammals, and birds play in the reproduction of flowering plants?

_____
_____
_____
_____

Draw a diagram **with labels** of an organisms helping in the reproduction of a flowering plant.

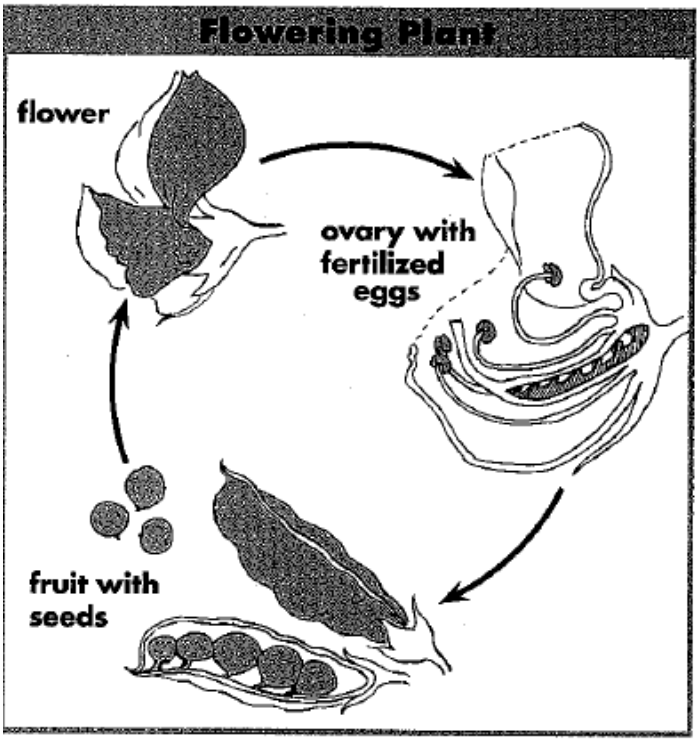
Life cycle -

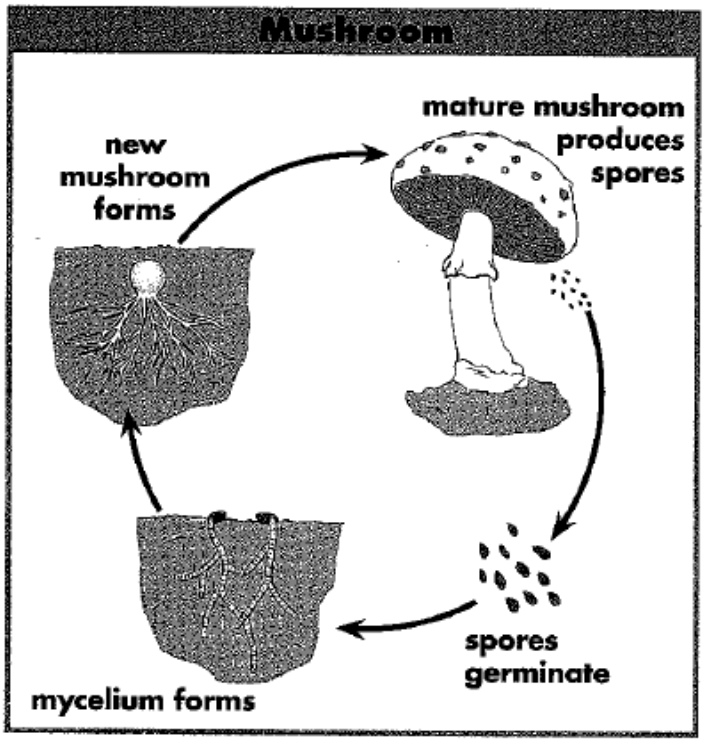
_____
_____
_____
_____

What is the human life cycle? Answer in complete sentences.

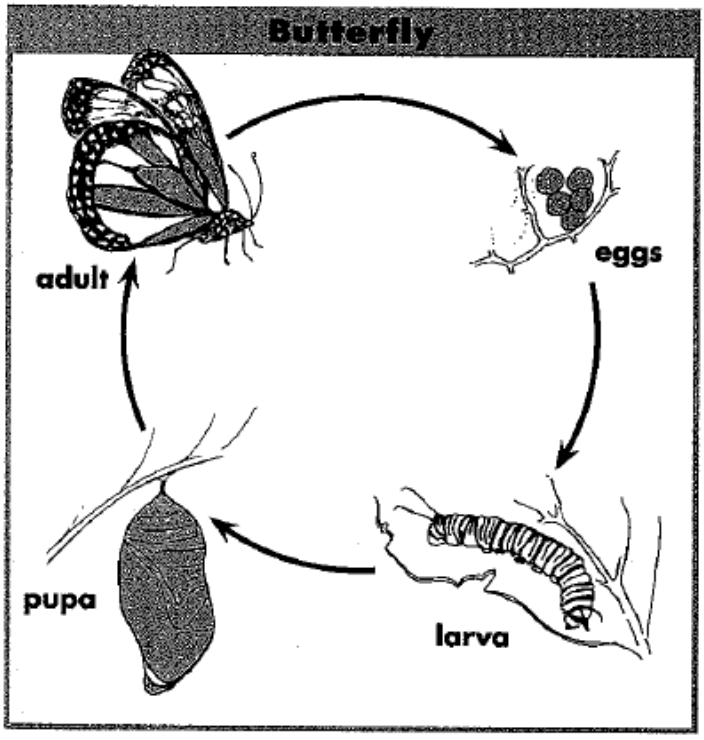
_____
_____
_____
_____

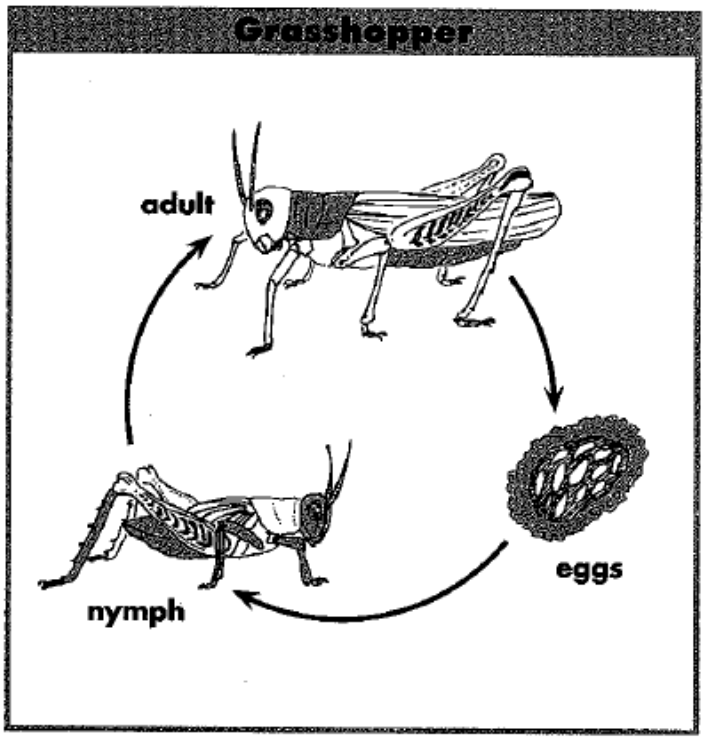
Life Cycles





Draw a diagram of the human life cycle with labels.


Butterfly
adult
eggs
pupa
larva


Grasshopper
adult
eggs
nymph

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Just like plants, we can _____ animals. Animals are classified into _____ (no spine) and _____ (spine). The following are the species of vertebrates: _____, _____, _____, _____, _____, _____.

What would an insect be? Vertebrate invertebrate

Outside observation – Nonliving factors

Procedure and Observations—Nonliving Factors

8. Look for nonliving factors such as water, stones, and sidewalks. List them.

_____

_____

Temperature:

9. Hold the thermometer at shoulder height. Do not touch the bulb. Wait about a minute. Read and record the temperature.
10. Lay the thermometer on the ground. Wait one minute. Read and record the temperature.
11. With a trowel, dig 7 cm into the ground. Measure and record the temperature.

Location	Temp (°F)
Air	
Ground	
Underground	

Soil

13. Push a craft stick into the soil. How easily does it go in?
    - ☐ *Very soft*–like pushing into soft ice cream
    - ☐ *Soft*–like pushing into a snowball or banana
    - ☐ *Hard*–like pushing into clay
    - ☐ *Very hard*–stick almost breaks or cannot be pushed in
14. Dig up a small amount of soil with the trowel. Hold it in your hand. Feel it and record how it feels.
    - ☐ *Dry*–soil falls apart and sifts through your fingers
    - ☐ *Slightly moist*–soil looks moist but does not stick together when squeezed
15. Put a small amount of soil in a plastic bag. Seal the bag. Take it inside to search for living things.
    - ☐ *Moist*–soil clumps together when squeezed
    - ☐ *Very moist*–soil feels wet when squeezed
    - ☐ *Wet*–water drips out of soil when squeezed

Our Observation

Temperature:

Shoulder height - _____

Ground level - _____

Underground - _____

Other notes (ex – breezy, soft soil, etc.):

Nonliving Factors:

Dead Organisms:

Living Things Observed:

5th Grade NFS Exit Ticket #24	Name: _____ Date: _____

USE COMPLETE SENTENCES IN ALL OF YOUR RESPONSES (unless otherwise directed)

1. What is an ecosystem?
   _____
   _____
   _____
2. List 3 **nonliving** things you might find in Brandywine Park.
   _____ _____ _____
3. List 3 **living** things you might find in Brandywine Park.
   _____ _____ _____
4. List 3 **dead** things you might find in Brandywine Park.
   _____ _____ _____
5. What function do nonliving things play in an ecosystem?
   _____
   _____

5th Grade NFS Exit Ticket #25	Name: _____ Date: _____

USE COMPLETE SENTENCES IN ALL OF YOUR RESPONSES (unless otherwise directed)

1. Which of the following groups would have animals that are the most similar?
   a. Species
   b. Kingdom
   c. Phylum
   d. Class
2. What two groups can the animal kingdom be divided into?
   _____
3. How do scientists decide how to group organisms?
   _____
4. List the four structures of a plant.
   - _____
   - _____
   - _____
   - _____

5th Grade NFS Exit Ticket #26	Name: _____ Date: _____

USE COMPLETE SENTENCES IN ALL OF YOUR RESPONSES (unless otherwise directed)

1. What is the function of a leaf?

   _____
   _____

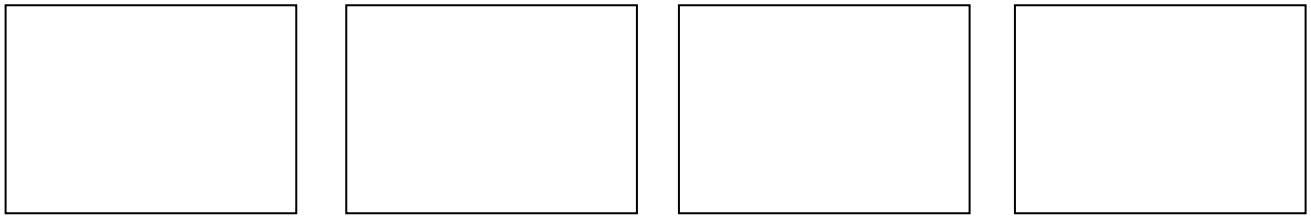
2. What is the function of a flower?

   _____
   _____

3. What is a life cycle?

   _____
   _____

4. Draw a diagram of the life cycle of a plant. Use all of the boxes – one for each stage of the



   cycle.

5th Grade NFS Exit Ticket #27	Name: _____ Date: _____

USE COMPLETE SENTENCES IN ALL OF YOUR RESPONSES (unless otherwise directed)

1. Name a nonliving structure in our ecocolumn and explain its function.

   _____

2. Name a living structure in our ecocolumn and explain its function.

   _____

3. Which of the following could be a dead structure in our ecocolumn?
   a. rock
   b. twig
   c. leaf
   d. both b and c

4. What function could a dead structure serve?

_____

Homework #24 – Ecosystem Vocabulary

Directions: Read the following definitions. On the back, choose five of the words, rewrite the definition and draw a picture to help you remember the definition.

Classify: To group things together because they share one or more properties.

Conclusion: A decision that is based on observation or on a study of data.

Ecology: The science concerned with the relationships among living things and their environment.

Ecosystem: A community that includes all the living and nonliving things found in a certain area.

Environment: Everything that surrounds an organism and influences it.

Evidence: Something that offers proof.

Germination: The process by which seeds swell up and begin to sprout and develop roots.

Habitat: A place that is natural for an organism to live.

Hypothesis: A prediction about how something works or how two variables are related.

Opinion: An expression of how one thinks or feels about something. An opinion is based on personal views, not necessarily on facts.

Organism: A living thing.

Pattern: A repeating arrangement of shapes, colors, numbers, or other things.

Photosynthesis: The process by which green plants and blue-green algae, in the presence of light, make food out of carbon dioxide and water.

Procedure: A set of steps that explains how to do something.

Respiration: The processes by which an organism takes in and processes oxygen and releases carbon dioxide.

System: A number of objects or units that move or work together as a whole.

Variable: An element in an experiment that can be changed.

1.	
2.	
3.	
4.	
5.	

Day #25 Homework: Ecosystems Vocabulary

Directions: Read the following definitions. On the back, choose five **DIFFERENT** words, rewrite the definition and draw a picture to help you remember the definition.

Classify: To group things together because they share one or more properties.

Conclusion: A decision that is based on observation or on a study of data.

Ecology: The science concerned with the relationships among living things and their environment.

Ecosystem: A community that includes all the living and nonliving things found in a certain area.

Environment: Everything that surrounds an organism and influences it.

Evidence: Something that offers proof.

Germination: The process by which seeds swell up and begin to sprout and develop roots.

Habitat: A place that is natural for an organism to live.

Hypothesis: A prediction about how something works or how two variables are related.

Opinion: An expression of how one thinks or feels about something. An opinion is based on personal views, not necessarily on facts.

Organism: A living thing.

Pattern: A repeating arrangement of shapes, colors, numbers, or other things.

Photosynthesis: The process by which green plants and blue-green algae, in the presence of light, make food out of carbon dioxide and water.

Procedure: A set of steps that explains how to do something.

Respiration: The processes by which an organism takes in and processes oxygen and releases carbon dioxide.

System: A number of objects or units that move or work together as a whole.

Variable: An element in an experiment that can be changed.

1.	
2.	
3.	
4.	
5.	

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Homework #26 – Growing Plants: How Seeds Spring to Life

Homework directions: Read the nonfiction text and answer the questions on the following pages.
Remember to prove your answers – otherwise you will complete the assignment in **HWC**.

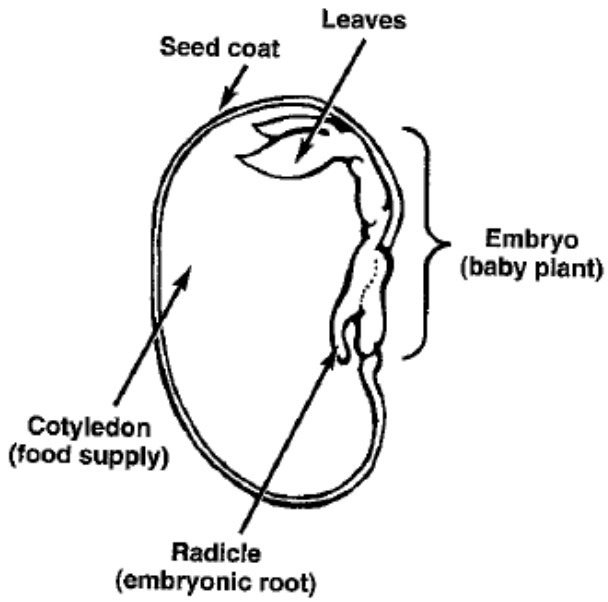
Isn't nature amazing? Just give a seed water and the right temperature and watch it spring into new life.

Moisture is very important to sprouting, or **germination.** In your own terrarium, for instance, never allow seeds to dry out once you have planted them. Be sure to check your terrarium daily. Sprinkle it gently when the top of the soil surface seems dry.

Temperature is important, too. Most seeds will germinate at 22°C to 25°C (72°F to 78°F). This is a comfortable temperature for most people, too. So if you are comfortable, then probably all is well with your seeds.

It's interesting that most kinds of seeds do not need light to germinate. (That makes sense since they are under ground.) But once a plant sprouts from the seed, it needs lots of light to produce its own food.

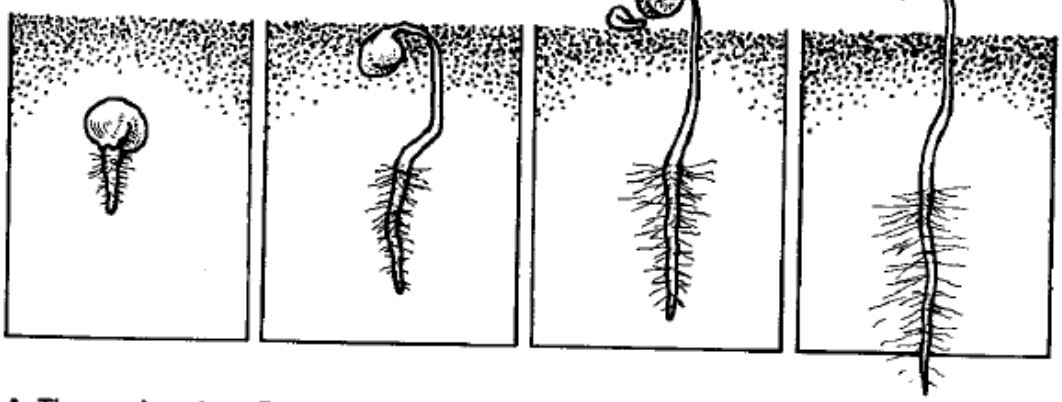
Inside of bean



Tiny Food Warehouse

So what happens before a plant gets into the light and can start making food? Each seed carries along its own built-in warehouse of food. This gives it enough energy to start growing. Look at the picture of the inside of a bean seed. Only a small part of the seed is the baby plant, or **embryo.** The rest is all stored food.

Seed germination



A. The seed coat splits and the embryonic root, or radicle, emerges.

B. The radicle grows downward and develops root hairs.

C. The stem grows upward and pulls the cotyledons above the soil. The seed coat falls off.

D. The cotyledons open.

In nature, not every seed germinates. Can you think of some reasons why? Well, some are eaten, some rot, and some fall into places where they can't grow (rivers or paved walkways, for instance). That is why most plants produce so many seeds—to make sure that life continues, no matter what.

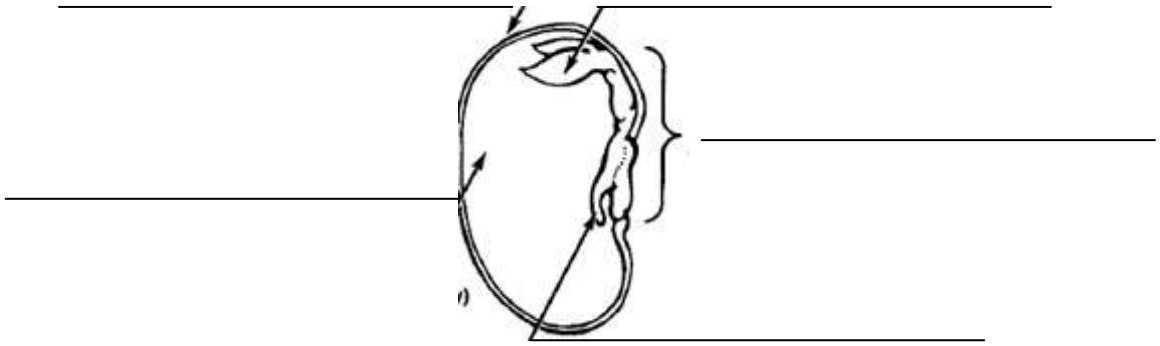
1. Which of the following is a synonym for sprouting?
    a. Moisture
    b. Terrarium
    c. Germination
    d. Temperature

2. All of the following are important for seedling survival **except**
    a. Moisture
    b. Temperature
    c. Sunlight
    d. Adult plants

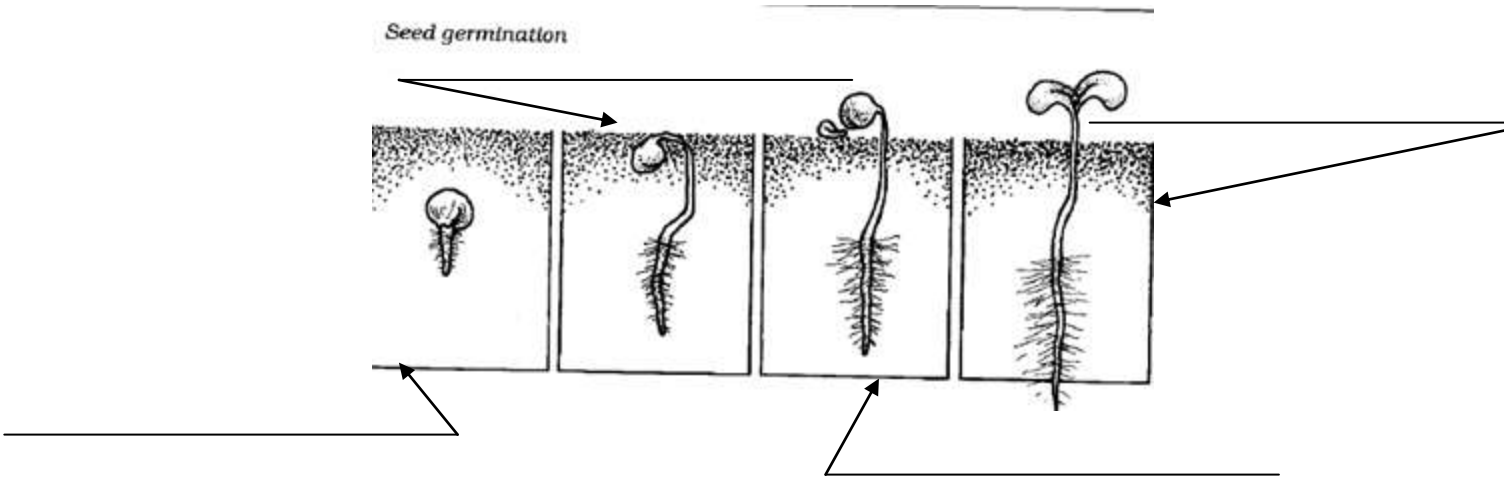
3. Why does the article call seeds “tiny food warehouses”? Your answer should be a complete sentence.

    _____
    _____

4. Label the parts of the seed.



5. Label the stages in the germination of the plant.



Homework #27 – Duckweed, Elodea and Algae: Why Are They Important?

Not Just Beautiful to Look At

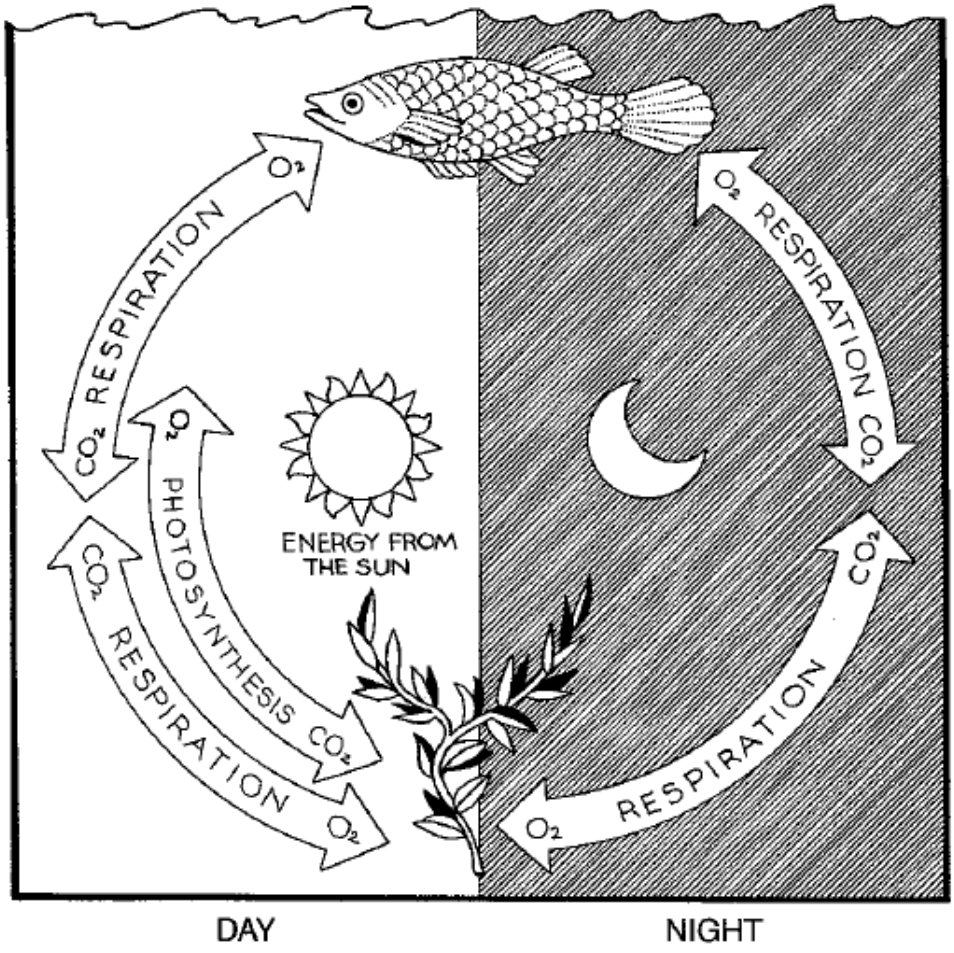
Aquatic organisms such as duckweed, elodea, and algae add a special kind of beauty to our world. Some have bright colors and unusual shapes. Others sway with the gentle motion of the water's current.

These producers are especially important in a pond or slow-moving stream. This is because they help provide oxygen for animals in the water. How? By taking in one gas (carbon dioxide, or CO^2) and giving off another (oxygen or O^2).

Some aquatic organisms provide homes and protection for tinier organisms and baby animals. These creatures nestle in the leaves and stems of underwater plants where they can live safely.

Why Swap Gases?

Animals, plants, and other living things, such as algae and bacteria, are always using



Oxygen-carbon dioxide cycle

From Moose to Flea

Water plants and algae also provide food for many animals, from the huge moose to the tiny water flea. Because green plants and algae carry on photosynthesis to produce their own food, they are called **producers.** Producers make the food that animals need to live. Since animals cannot produce their own food, they must eat other organisms to get energy. This is why animals, such as the moose and tiny water flea, are known as **consumers.** They eat, or consume, water plants and algae, such as those you will find in your ecocolumns.

Let's take a look at each of these producers now.

Water plants and algae are food for the huge moose and tiny flea.

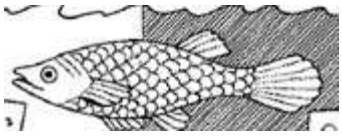
1. Algae and water plants do all of the following for an ecosystem **except**
    a. Provide food for other organisms
    b. Shelter other organisms
    c. Consume other organisms
    d. Create oxygen for organisms

2. The process that helps plants make their own food from the sun's energy, water and carbon dioxide is
    a. respiration
    b. photosynthesis
    c. breathing
    d. eating

3. Why does the article call seeds "tiny food warehouses"? Your answer should be a complete sentence.

_____
_____
_____
_____

4. Label the gas that the fish exhales.

_____ 

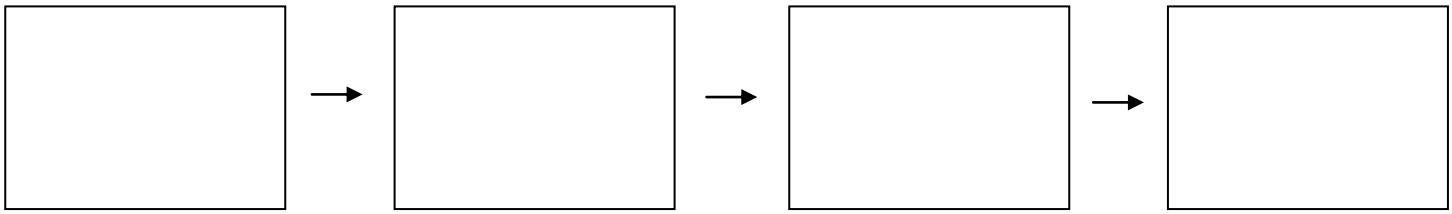
5. Label the gas the elodea provides.

_____

6. Explain the process of respiration. Write your response in complete sentences.

_____
_____
_____
_____

BONUS: Draw a food chain using grass, a moose and a flea. Remember to include the sun!!



Interactions Between Living Things and Their Environment
End of Unit Assessment
PART 1
Observe the Ecocolumn

1. Name three specific living things in the ecocolumn.

   1. _____
   2. _____
   3. _____

2. Name three non-living things upon which the living organisms in the ecocolumn depend.

   1. _____
   2. _____
   3. _____

3. Look at the ecocolumn. Fish can survive in this ecosystem.

   • What is one thing that fish need to survive in this ecosystem?

   _____

   • How does it help them to survive? Explain your answer.

   _____
   _____

   • What is another thing that fish need to survive in this ecosystem?

   _____

   • How does it help them to survive? Explain your answer.

   _____
   _____

4. Look at the ecocolumn. Plants can survive in this ecosystem.

   • What is one thing that plants need to survive in this ecosystem?

   _____

   • How does it help them to survive? Explain your answer.

   _____

   _____

   • What is another thing that plants need to survive in this ecosystem?

   _____

   • How does it help them to survive? Explain your answer.

   _____

   _____

5. Suppose you add twenty more adult fish and overcrowd the ecocolumn. How would an increase in the fish population affect the ecocolumn? Describe three consequences.

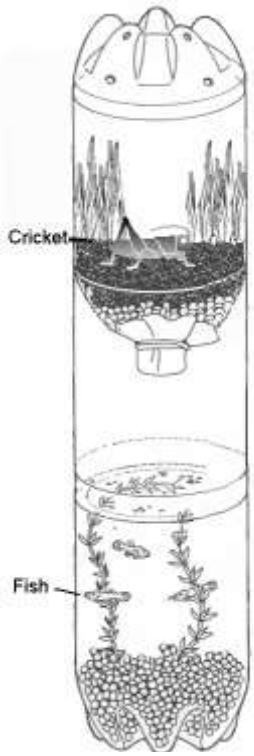
_____
_____
_____
_____
_____
_____
_____
_____
_____

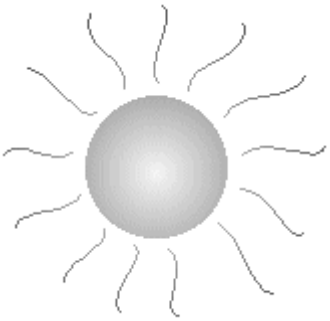
6. Every living thing needs ENERGY. Where does this ecocolumn get its energy?

_____
_____
_____
_____
_____

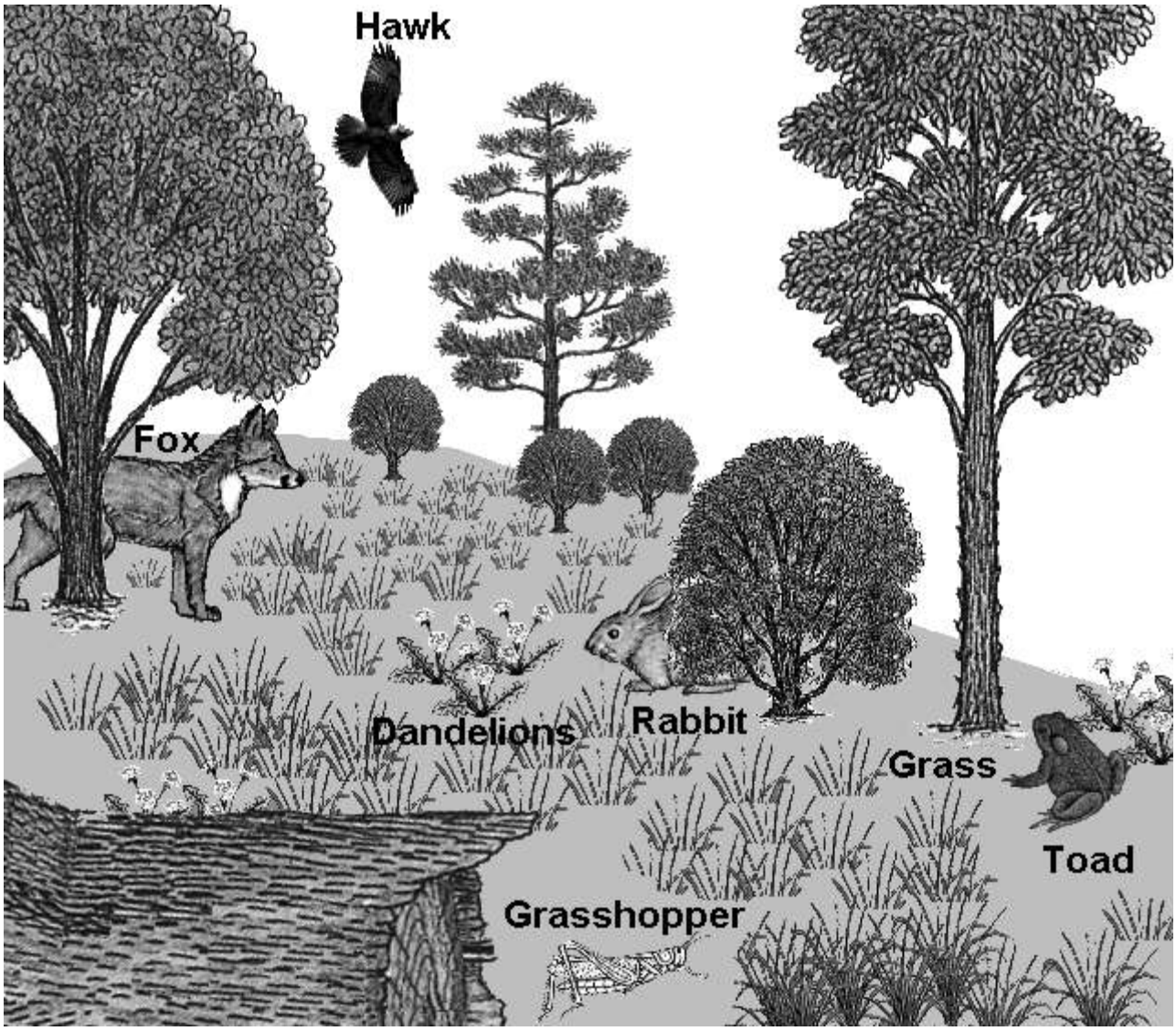
7. Select a consumer from the ecocolumn. Describe how this consumer gets energy from the sun.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____





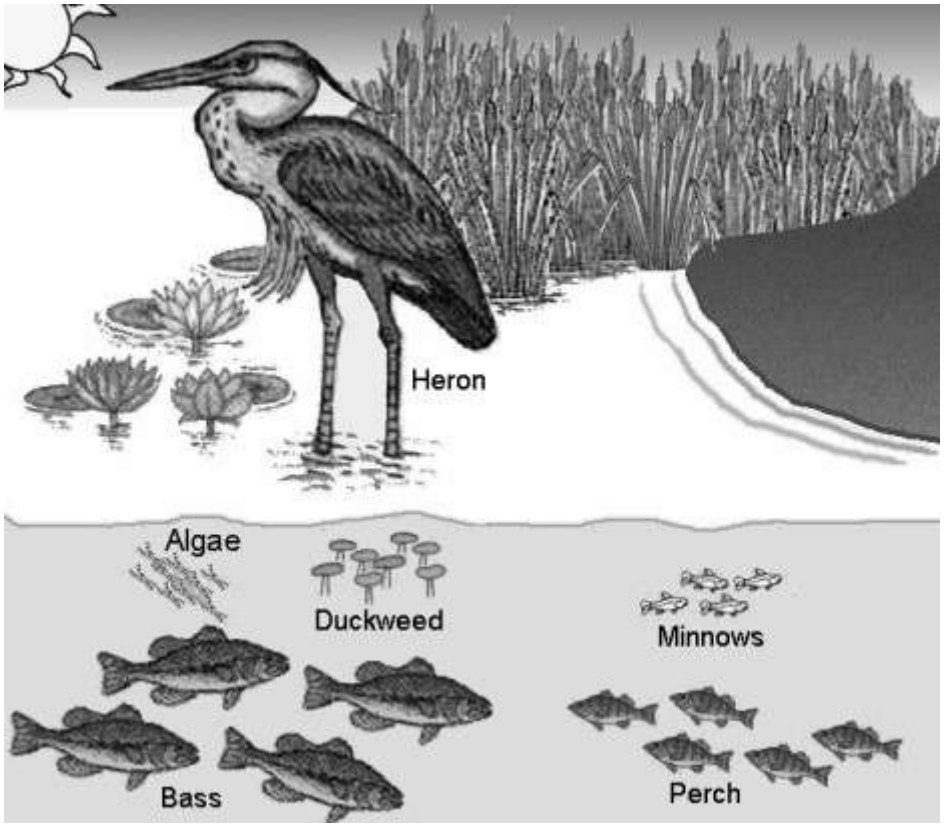
Woodland Ecosystem



8. Fill in the blanks to complete a simple food chain using organisms found in the picture. You must include both a producer and consumers. The arrows must point from the food source to the one that eats it. (Example: seed→mouse→cat)

_____→_____→_____

Wetland Ecosystem



9. Look at the picture of the wetland ecosystem. You could find many food chains in this ecosystem. Here is one example:

   Sun →Algae →Minnows →Perch →Large Mouth Bass →Heron
   If all the large mouth bass disappear, describe how the number of perch and minnows in the food chain may be affected. Explain why this will happen.
   Note: The heron is a bird that eats many kinds of fish in the wetland. (If you need more space to write, turn to the back of this page.)

_____
_____
_____
_____

Assessed Understandings

Students will understand:

1. Organisms within an ecosystem interact with each other and their environment.
2. Organisms within an ecosystem can be categorized as producers, consumers, or decomposers and can be sequenced in simple food chains.
3. Food webs are diagrams that illustrate the dependent and interdependent relationships within ecosystems.
4. Growth and reproduction of organisms within an ecosystem are affected by factors such as food, light, water, temperature, and acidity (pH).
5. Natural events and human activities can cause a disturbance to or imbalance of an ecosystem.
6. Requirements for the survival of organisms.
7. Sun as a source of energy.
8. Path of energy from the sun to the producers and then to the consumers.
9. Critical analysis of evidence; distinguish opinion from scientific evidence.

Teacher Notes for the "Ecosystem" Assessment

Introduction

These items are designed to provide an assessment of what students know and understand at the completion of the *Science & Technology for Children (STC) Ecosystems* module. This document includes teacher directions, response sheets for the individual students, and analytic scoring rubrics for each question. **A close look at the rubrics prior to the administration of the assessment will be helpful to the teacher.**

Time and Preparation for the Assessment

This assessment should take about **two, 45-minute class periods** to administer. You are free to read aloud any or all portions of the assessment to your students. Without giving away a more appropriate response, please help students understand the intent of the question or task. This is not a test of reading, writing, or artistic ability. Students may be encouraged to use any and all resources available, including material from classroom charts and individual journals. Please use the terminology from the investigations within the kit.

Directions for Administration

The only prior preparation for this assessment would be to ensure that each student has access to an eco-column.

Question 1: Teachers should make the students aware that they are to observe an eco-column. If a group of students are sharing the eco-column, students should independently observe the eco-column for the answers.

1. Observe the eco-column. Name three specific living organisms and three specific non-living materials in the eco-column. Place them on the T-chart below.

Question 2: Interdependency of organisms in an ecosystem relies on the living and non-living factors to survive together.

2. Name two basic needs that organisms must have to survive. Explain how the organisms in the eco-column are **interdependent**.

Question 3: Environmental factors affect growth and reproduction of organisms.

3. Name **three** environmental factors that could affect the growth and reproduction of the guppies in an eco-column. Tell how each factor might affect the guppies.

Question 4: The basic concept for the science curriculum in life sciences is for the student to understand the source of energy for living organisms comes directly from the Sun.

4. What is the source of energy for all ecosystems?

Question 5: Food chains are essential to the survival of all organisms in an ecosystem. Each organism has a role in the success of its ecosystem.

5. Complete a simple food chain using organisms found in the picture. Be sure to include the energy source.

Question 6: Different ecosystems still have similarities and differences. However, the elements of a food chain may change. The concept for survival remains necessary for growth and reproduction even when the organisms change the roles remain constant (producers, consumers, decomposers).

6. Look at the picture of the "Wetland Ecosystem." If all the large-mouth bass disappear, describe how the number of perch and minnows in the food chain may be affected. Explain why this will happen.

Question 7: Interpretation in the scientific method is crucial for understanding of the hypothesis. In this question, the students are asked to look at the data, make predictions, draw conclusions, and decide what would be a key element to improve the health of the ecosystem by drawing on the evidence from the data sheets.

7a. Use the data from the graphs on page 6 to determine the health of the Delmarva River. Write **two conclusions** that are supported by the data.

7b. What are **three** possible causes for the change in data over the four-year period? What steps can be made to improve the health of the Delmarva River?

Scoring Rubrics
"Ecosystems"
Summative Assessment

Question 1: Name three specific living organisms and three specific non-living materials in the eco-column. Place them on the T-chart below.

This question measures the student's ability to identify and distinguish between living non-living things in an eco-column.

Criteria for a complete response:

1. Living things in the ecocolumn include: guppies, fish, mosquito fish (Gambusia), isopods (rolie polies, pillbugs, and sowbugs), crickets, snails, duckweed, elodea, mustard seeds, rye (grass), alfalfa, and algae**.**
2. Non-living things in the eco-column include: air (or its components), water, sunlight, soil, waste, gravel, and rocks.

Teacher Note: Organisms that were once alive and are now dead are considered living. Living things in science refer to organisms that fit many qualifications, including ability to reproduce, exchange gases, emit waste, have DNA, etc.

Code	Response
	Complete Response
20	Response includes three specific living and non-living materials.
29	Any other scientifically correct response.
	Partially Correct Response
10	One error in the non-living category. Student has 5 of 6 responses correct.
11	One error in the living category. Student has 5 of 6 responses correct.
19	Any other partially correct response.
	Incorrect Response
70	Two or more errors. Student has 4 or fewer correct responses.
79	Any other incorrect response.
	Non Response
90	Crossed out/erased, illegible, or impossible to interpret.
99	Blank.

Question 2: Name two basic needs that organisms must have to survive. Explain how the organisms in the eco-column are interdependent.

This question measures the student's understanding of what an organism needs in order to survive in this ecosystem.

Criteria for a complete response:

1. A complete response includes two of the following: food (plants), water, space, light, correct temperature, snails, air (oxygen), correct pH.
2. For each essential component there must be an explanation showing why it is essential for survival. (Growth is acceptable in only one of the two responses.)

Examples of possible explanations:

- Water is a medium for providing oxygen or provides space for the fish to live.
- Plants are food, provide oxygen, or protection for the fish.
- Snails improve water quality by cleaning up waste material.
- Oxygen (or air) for fish to breath—may appear in the student explanation either with water or with plants.

Code	Response
	Complete Response
20	The response meets both criteria.
29	Any other scientifically correct response.
	Partially Correct Response
10	Response meets criterion 1 but explains only one component correctly.
19	Any other partially correct response.
	Incorrect Response
70	Response lists one component with no explanation.
79	Any other incorrect response.
	Non-Response
90	Crossed out/erased, illegible, or impossible to interpret.
99	Blank.

Question 3: Name three environmental factors that could affect the growth and reproduction of the guppies in an eco-column. Tell how each factor might affect the guppies.

This question measures the student's ability to recognize that environmental factors affect living organisms.

Criteria for a complete response:

1. Lists three environmental factors.
   a. Examples: Environmental temperature, overcrowding, pH of water, food supply, pollution, water quality, access to sunlight, access to air.
2. Describes how three environmental factors affect the guppies.
   a. Examples: If the temperature is too hot or cold, the guppies may die or not reproduce. If the pH is too high or low, the guppies may die or not reproduce. If the food supply is insufficient, the guppies may die. If the water quality is poor, the guppies may die.

Code	Response
	Complete Response
20	Meets the criteria.
29	Any other scientifically correct response.
	Partially Correct Response
10	The response includes at least two correct factors with accurate description.
19	Any other minimally correct response.
	Incorrect Response
70	The response includes only one correct factor with description.
79	Any other incorrect response.
	Non-Response
90	Crossed out/erased, illegible, or impossible to interpret.
99	Blank.

Question 4: What is the source of energy for all ecosystems?

This question measures the student's ability to identify the Sun as a source of energy for the eco-column.

Criterion for a complete response:

1. Student mentions the sun, solar energy, or sunlight as the source of energy for the eco-column. (In classrooms with no natural light, other forms of light are acceptable.)

Code	Response
	Complete Response
10	Response must include Sun or some form of light.
19	Any other scientifically correct response.
	Incorrect Response
70	In addition to light, the response includes other things that are not sources of energy.
76	The response repeats the substance or stem of the question.
79	Any other incorrect response.
	Non-Response
90	Crossed out/erased, illegible, or impossible to interpret.
99	Blank.

Question 5: Complete a simple food chain using organisms found in the picture. Be sure to include the energy source.

This question measures the student's ability to describe the path of energy from the Sun to the producers, consumers, and decomposers in this ecosystem.

Criterion for a complete response:

1. Describes the path of energy—from the Sun to the producers (e.g., plants) and then to the consumers (e.g., animals) and decomposers (e.g., fungus, worms, etc.).

Code	Response
	Complete Response
20	The response meets criterion.
29	Any other scientifically response.
	Partially Correct Response
10	The response correctly identifies everything except the energy.
11	The response correctly identifies everything except producer.
12	The response correctly identifies everything except consumer.
13	The response correctly identifies everything except decomposer.
19	Any other partially correct response.
	Incorrect Response
70	Response describes path of energy from sun to consumer.
79	Any other incorrect response.
	Non-Response
90	Crossed out/erased, illegible, or impossible to interpret.
99	Blank.

Question 6: Look at the picture of the "Wetland Ecosystem." If all the large-mouth bass disappear, describe how the number of perch and minnows in the food chain may be affected. Explain why this will happen.

This question measures the student's ability to describe how populations within a wetland ecosystem may be affected if a producer or consumer is removed.

Criteria for a complete response:

1. The response describes effects on the number of perch and minnows in the food chain when all the bass are removed.
2. The response explains why the number of perch and minnows change.

Examples of possible explanations:

- The large-mouth bass would not be around to eat the perch, so the perch population would increase.
- More perch eating more minnows would lead to a decrease in the minnow population.

OR

- As large-mouth bass disappear, the heron would eat more perch; therefore, the perch population would decrease.
- With fewer perch to eat the minnows, the minnow population would increase.

Code	Response
	Complete Response
20	The response meets both criteria.
29	Any other scientifically correct response.
	Partially Correct Response
10	The response meets criteria 1 with no explanation.
11	The response meets criteria 2.
12	The response describes one plausible effect on one organism with a correct explanation.
19	Any other partially correct response.
	Incorrect Response
70	The heron dies—no other plausible effects on other organisms.
71	Difficult to score due to overuse of pronouns.
79	Any other incorrect response.
	Non-Response
90	Crossed out/erased, illegible, or impossible to interpret.
99	Blank.

Question 7a: Use the data from the graphs on page 6 to determine the health of the Delmarva River. Write two conclusions that are supported by the data.

This question measures the student's ability to identify changes in population by interpreting data. This data represents change over a given period of time.

Criteria for a complete response:

1. Populations of fish and frogs are declining.
2. Population of algae is increasing.

Code	Response
	Complete Response
20	The response meets criterion above.
29	Any other scientifically correct response.
	Partially Correct Response
10	The response refers to only the fish or frog population.
11	The response refers to only the algae population.
19	Any other partially correct response.
	Incorrect Response
70	The response identifies a cause rather than reporting a trend in the data.
71	The response compares the fish and frog counts.
79	Any other incorrect response.
	Non-Response
90	Crossed out/erased, illegible, or impossible to interpret.
99	Blank.

Question 7b: What are three possible causes for the change in data over the four-year period? What steps can be made to improve the health of the Delmarva River?

This question measures student's ability to predict causes for an observed data trend and suggest possible ways to improve the data.

Criteria for a complete response:

1. Identifies three possible causes for the data trend. Examples: pollution (road salt, acid rain, fertilizer), change in temperature, human activities such as trash or over-fishing, increase in other predators or new species of predator.
2. Describe three ways to improve the river based on the listed causes. Examples: use less road salt, control fertilizer runoff into the water, limit fishing, and limit human use of the river.

Code	Response
	Complete Response
20	The response meets criteria above.
29	Any other scientifically correct response.
	Partially Correct Response
10	Lists one reason for the changes.
19	Any other partially correct response.
	Incorrect Response
70	The response identifies a trend rather than listing a cause from the data.
79	Any other incorrect response.
	Non-Response
90	Crossed out/erased, illegible, or impossible to interpret.
99	Blank.

Prestige Academy Charter School

Unit Title: Ecosystems **Grade Level(s): 5**

Subject/Topic Areas: Human Impact on the Environment

Key Vocabulary: Pollutant
Variable
pH level
Human Impact
Trade-off
Fair Test

Designed By: Prestige Academy **Time Frame:** 10 to 15 hours
Date:

SUMMARY OF PURPOSE: In this unit, students understand the web of relationships that links organisms to one another and to their natural environments. By constructing, observing, discussing and reading about both land and water ecosystems in this unit, students develop a growing sensitivity to living things and what they need to survive. Students learn that organisms in ecosystems have dependent and independent relationships and that natural and human-made events can disturb an ecosystem. They also learn that people bring different perspectives to environmental issues and that they can work together to develop solutions.

Stage 1: Desired Results

Common Core/ Delaware Standards

Primary:
Standard 8.1.D Changes in an organism's environment may be either beneficial or harmful. Organisms may be affected by other organisms, by various physical factors (e.g., rainfall, temperature), by physical forces (e.g., storms, earthquakes), and by daily, seasonal, and annual cycles.
(Essential)

Secondary: **Standard 6.4.B** Short term and long term studies are used to determine the effects of environmental changes (natural and man-made) on the health of the organisms within that environment.
(Important)
Standard 8.3.A Human activities may cause pollution of air, water and soil.
(Important)
Standard 8.3.B Different technologies are used to access resources to meet human wants and needs. In many cases the environment is affected and resources become limited. Some activities may include burning of fossil fuels, logging, building of highways, shopping centers, and dams, introduction of one species to control another species, spraying of insects, as well as some aspects of farming.
(Important)

Key Concepts/Big Ideas

• **Models** are used to duplicate, investigate, and analyze aquatic and terrestrial ecosystems
• **Models** are used to **observe interactions** within an ecosystem
• **Models** are used to **investigate** the impact of humans on the environment
• **Reasoning and explanations** offers solutions to environmental problems

Enduring Understandings

Students will understand that…

• Humans can alter the living and non-living factors within an ecosystem, thereby creating changes to the overall system.
• The life processes of organisms are affected by their interactions with each other and their environment and may be altered byhuman manipulation.
• Scientific inquiry involves asking scientifically-oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.

Essential Questions

1. How do humans have an impact on the diversity and stability of ecosystems?
2. How is matter and energy transferred/transformed in living systems?

Real World Context

- Real world situations.
- Implementation and experimentation on small scale ecosystem.
- Environmental observations and exploration.

Learning Targets/Goals

Students will know…

• How to measure the pH of soil and water
• Understand the effects of pollutants on the environment
• Understand that interactions within and among living systems causes changes in matter and energy
• Understand that organisms are linked to each other and to their environments in a web of relationships
• Understand that an ecosystem is a community of organisms that interact with each other and the environment.
• Understand that humans can affect ecosystems in many ways

Students will be able to… (21st century skills)

- Conduct investigations to simulate terrestrial and aquatic ecosystems and their interdependence. Demonstrate and describe how alteration of one part of the ecosystem (i.e., change in pH, over fertilization, addition of salt) may cause changes throughout the entire ecosystem.
- Predict and describe how a dramatic increase or decrease in the population size of a single species within an ecosystem affects theentire ecosystem.
- Identify environmental factors that affect the growth and reproduction of organisms in an ecosystem (e.g., temperature can affect germination and soil moisture).

Stage 2: Evidence of Student Achievement

Transfer Task

Performance Task –
Lesson 15 presentation: make sure each group meets the following requirements.
• States the problem
• Lists proposed solutions
• Describes the advantages of each solution
• Describes the disadvantages of each solution

Rubrics for Transfer Tasks

Performance Task

	4	3	2	1
Problem	Problem clearly stated in complete sentence format with no grammatical errors.	Problem clearly stated in complete sentence format with some grammatical errors.	Problem unclearly stated with fragments and grammatical errors.	Problem not stated.
Solutions	Solutions clearly stated in complete sentence format with no grammatical errors.	Solutions clearly stated in complete sentence format with some grammatical errors.	Solutions unclearly stated with fragments and grammatical errors.	Solutions not stated.
Advantages	Advantages clearly stated in complete sentence format with no grammatical errors.	Advantages clearly stated in complete sentence format with some grammatical errors.	Advantages unclearly stated with fragments and grammatical errors.	Advantages not stated.
Disadvantages	Disadvantages clearly stated in complete sentence format with no grammatical errors.	Disadvantages clearly stated in complete sentence format with some grammatical errors.	Disadvantages unclearly stated with fragments and grammatical errors.	Disadvantages not stated.
Visual	Detailed visual presented with labels and color.	Detailed visual presented with labels but no color.	Detailed visual presented without labels and color.	No visual presented.

Formative Assessments:(e.g., tests, quizzes, prompts, work samples, observations)
All copies can be found in Appendix A.

Summative Assessments:
Comprehensive exams
Aligned to standards

Student Self-Assessment and Reflection

Self –assessment Lesson 8.

Instructional Resources

Populations and Ecosystems. 1996. Silver Burdett Ginn Inc. ISBN 0-382-33479-5
Populations and Ecosystems has great activities
that teachers can do in and out of the classroom. (Linda Mosley- Red Clay Led Teacher)
Walker, Colin. *Ecology*. 1992. The Wright Group. ISBN 0-7802-0451. Contains lots of colorful illustrations of plants and animals
that can be used as a reference for writing reports. (Linda Mosley- Red clay Lead Teacher)
Walker, Colin. *The Environment*. The Wright Group. ISBN 0-7802-0465-4. This is full of activities, black and white photographs
and charts/diagrams that can be used as a reference for writing reports. (Linda Mosley- Red clay Lead Teacher)
Walker, Colin. *Forest Forever*. 1992. The Wright Group. ISBN 0-7802-0455-7. This has colorful photographs that can be used for
reference. (Linda Mosley- Red Clay Lead Teacher)

Lorax – Dr. Suess
A River Ran Wild
Come Back Salmon
Ecology Mystery Stories – Jean Craighead George
Trouble at Marsh Harbor
Freddy the Fish – on-line great for text-based LA assessment
News Journal
PBS.org
Scholastic – Words about a New Subject - Pollution

Field Trips
Bombay Hook/ Abbott's Mill – covers the digestive system of the fish
Smyrna Aquatic Center – Eco-explorers Program
Ashland Nature Center

Differentiation

WIDA English Language Proficiency Standards for English language Learners.
http://www.wida.us/Resources/standards/
Flexible grouping for reading assessments.
Read Aloud.
Provide students with scribes.
Use assistive technology.

Enrichment

Construct control ecosystems.
Track data in data charts.
Analyze data – draw conclusions.
Ask and provide q provide research and reflection
Make real world connections
Use technology reading writing and other tools to enhances learning
Debate
Higher order thinking (synthesize)

Stage 3: Learning Plan

Key learning tasks needed to achieve unit goals

- Identify changes in population data over time.
- Identify a cause for changes in population data over time.
- Read a graph and identify a trend.
- Observe a water sample and record observations.
- Measure pH.
- Interpret a pH test.
- Relate data from several sources to a water sample.
- Justify a position using evidence.

The acronym WHERETO summarizes key elements to consider when designing an effective and engaging learning plan.

W – Help the students know Where the unit is going and What is expected? Help the teachers know Where the students are coming from (prior knowledge, interests)
H – Hook all students and Hold their interest?
E – Equip students, help them Experience the key ideas and Explore the issues?
R – Provide opportunities to Rethink and Revise their understandings and work?
E – Allow students to Evaluate their work and its implications?
T – Be Tailored (personalized) to the different needs, interests, and abilities of learners?
O – Be Organized to maximize initial and sustained engagement as well as effective learning?

Lesson 1

General Topics - Students focus on the topic of ecosystems and serves as a pre-unit assessment of their knowledge and questions related to ecosystems.
A discussion is prompted by an illustration of a riverbank that provides additional information about ideas regarding relationships between living and non living things.

Check for Understanding: Exit Slip

Lesson 2

General Topics - This lesson introduces students to the process of using a model for making scientific observations. By constructing model terrariums and beginning a written record of the components, students begin to think about the relationships among the living and non living things.

Check for Understanding: Exit Slip

Lesson 3

General Topics - In this lesson students set up their model aquaria and discuss the needs of organisms in an aquatic environment. After carefully observing the aquatic plants students use a series of reading selections to discover more about these organisms and the roles they play in maintaining the ecosystem.

Check for Understanding: Exit Slip

Lesson 4

General Topics - Students build on the understandings that green plants make their own food and shift their focus from plants as producers of food to animals as consumers of food. Students add and observe aquatic animals and read to learn more about their animals in the aquaria.

Check for Understanding: Exit Slip

Lesson 5

General Topics - Through a class webbing activity students synthesize what they have read and observed about aquatic ecosystems. In writing, students then focus on the dependent and interdependent relationships in their ecosystems to identify observable evidence that these relationships really do exist.

Check for Understanding: Exit Slip

Lesson 6

General Topics - Students record initial observations of the terrarium animals they have added and analyze the role organisms play in a stable ecosystem. This analysis prepares students to make further predictions about how living things affect each other.

Check for Understanding: Exit Slip

Lesson 7

General Topics - Using a terrestrial food chain wheel and a webbing activity, students learn more about the concepts of food chains, dependence, and interdependence. They compare land and aquatic ecosystems and reflect on how the two systems are interdependently related after physically joining their aquaria and terrarium to make an ecocolumn.

Check for Understanding: Exit Slip

Lesson 8

General Topics - Using their model ecosystems, students observe describe and compare stable and disturbed ecosystems. Students identify and discuss natural and human made causes that can disturb an ecosystem.

Check for Understanding: Exit Slip

Lesson 9

General Topics - Through research students make a classroom presentation about three pollutants and the trade offs involved when humans release pollutants into the environment. Students observe their stable ecosystems and record observations.

Check for Understanding: Exit Slip

Lesson 10

General Topics - In this lesson students apply what they learned about pollutants in lessons 8 and 9 in preparation of designing their own pollution experiment on their ecocolumns. Students use a planning worksheet to formulate a specific experimental question and make predictions about the results. Through this experience students gain additional insight into the use of modeling to test and observe cause and effect.

Check for Understanding: Exit Slip

Lesson 11

General Topics - In this lesson students implement their pollution experiment to test their hypotheses. This gives students experience in using simulations, recording results, and verifying predictions. Students also discover the usefulness of varying results. Student's mix and measure chemicals as outlined in their pollution planning worksheet.

Check for Understanding: Exit Slip

Lesson 12

General Topics - Students observe and record the effects of pollutants have had on the classroom ecosystems used in the experiments. Students observe and discuss the control ecocolumn. Then, by testing each aquariums pH, students discover that one system has affected the other- a concept related to real world land and water systems.

Check for Understanding: Exit Slip

Lesson 13

General Topics - Reflecting on their experiences as experimenters in lesson 12, students now focus on how scientists use models to answer questions. By comparing the results of their experiments, students also learn the importance of using controls and averaging data.

Check for Understanding: Exit Slip

Lesson 14

General Topics - Students report on their teams pollution experiments and analyze the data and the effects of each pollutant. By reading about a real ecosystem in danger, the Chesapeake Bay, they start exploring ways to solve real life environmental problems.

Check for Understanding: Exit Slip

Lesson 15

General Topics - Students now use role playing to examine the Chesapeake Bay from different points of view, the ordinary citizen, dairy farmer, waterman, land developer and recreational boater. By completing a problem solving sheet, student groups analyze the Bays problems from one of these perspectives, propose solutions, and identify trade-offs.

Check for Understanding: Exit Slip

Lesson 16

General Topics - Students present an environmental problem from a particular point of view and propose solutions. Students examine their own lives and how they can find solutions to some of the world's environmental problems.

Check for Understanding: Exit Slip

Appendix A

Sample Resources

Ecosystems: Do Now #41

Objective:
SWBAT identify and discuss some natural and human made disturbances to ecosystems.
SWBAT use pH paper.

Directions:

1. Complete the Heading.
2. Turn to your science journal and write your predictions in your science journal.
3. You have 3 minutes.

JOURNAL TASK:

Write down the name of a natural disaster (like a forest fire, tornado, hurricane or drought) and make a list of all the different ways it would affect an ecosystem in our schoolyard.

Tenacious task finisher?? (That means you finished quickly.)

How could we use our ecosystems as a model to study pollution?

Directions:

1. Brainstorm and participate in the discussion with the teacher.
2. We will spend no more than 10 minutes.

Natural disasters, like flooding, tornados, wildfires, volcanoes and lightning storms can all affect ecosystems. Humans affect ecosystems as well. List three ways humans affect ecosystems:

- _____
  _____
- _____
  _____
- _____
  _____

Using our class list of how humans affect ecosystems, if we wanted to set up a pollution ex
the ways humans pollute could you duplicate in a class ecosystem study?
REMEMBER THESE LIMITS:

- The pollutant has to be fairly common and easy to get.
- It cannot be toxic (poisonous) to people in small doses.

List your ideas:

_____

_____

What pollutant could vinegar model? _____
What pollutant could salt model? _____
What pollutant could fertilizer model? _____

Ecosystems: You Do #41

Directions:

1. Use the exploration below to discover more about vinegar and acids.
2. FOLLOW THE STEPS; record your findings.
3. You have 20 minutes. THIS WILL BE COLLECTED FOR CLASSWORK CREDIT!

Vinegar is similar to one pollutant: acid rain. They are both acidic. Acidity is measured by a pH scale – this stands for *pouvoir hydrogene*, which is French for hydrogen power. Complete the tasks to the right to explore pH and levels of acidity.	1. Draw a diagram of a strip of pH paper.
	2. Observe the two 30-ml cups. List your observations. _____ _____
	3. Predict what will happen when you dip a strip of pH paper in each liquid. _____ _____
	4. Dip one strip of pH paper in each of the cups. Use the pH scale to record the acidity. pH level: _____ pH level: _____
	5. Which liquid represents the pH of acid rain? How do you know? _____ _____ _____ _____ _____

Ecosystems: Exit Slip #41

Objective:
SWBAT identify and discuss some natural and human made disturbances to ecosystems.
SWBAT use pH paper.

Directions:

1. **Complete the Heading**.
2. Answer the questions below**.**

1. List two effects a tornado would have on an forest ecosystem:
   - _____
   - _____

2. List two effects water pollution would have on a river ecosystem:
   - _____
   - _____

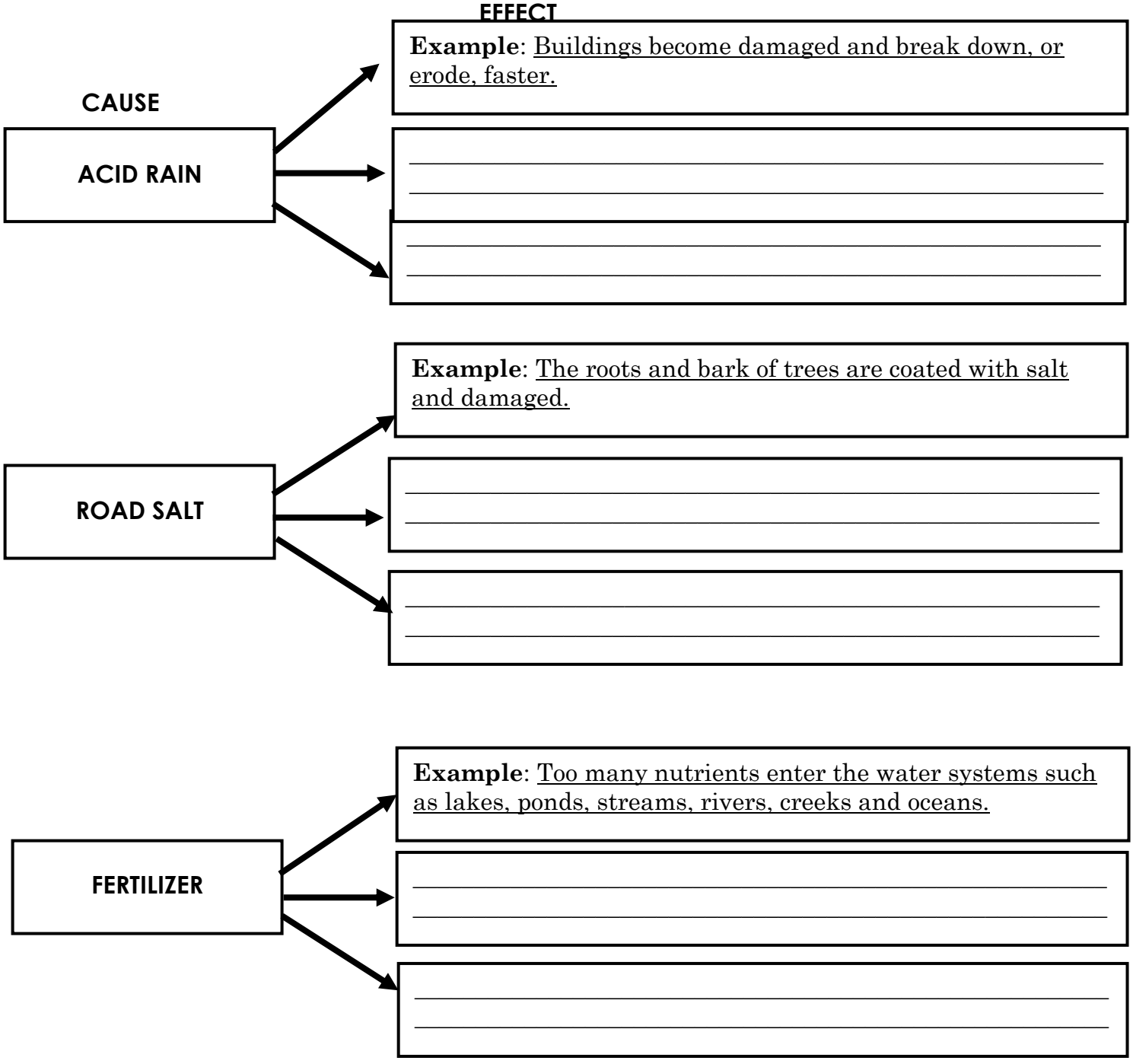
Prestige Academy Charter School

Homework #45 – Ecosystems Pollution

Parent Signature: _____

Directions:

1. Put your heading on the paper.
2. Complete the cause and effect graphic organizer using knowledge from the class presentations.
3. Ask a family member to **CHECK** and **SIGN** your homework. ☺



ECOSYSTEMS ASSESSMENT
Part 2

You are a local scientist writing a report about the Delmarva River. There is a disagreement in the community about whether or not there is a problem with this river. Your report should try to clear up the confusion. In the next few pages, you will be given some information about the river. Look at the information and decide how you will use it to help you write your report.

10. Look at the Delmarva River Fish and Frog Count graph on the Delmarva River Data Sheet. What does the data in this graph show you about the changes in the fish and frog counts?

_____
_____

11. What is one reason you might see these changes in the fish and frog counts?

_____
_____

12. Look at the Delmarva River Algae Count graph on the Delmarva River Data Sheet. What does the data in this graph show you about the algae count?

_____
_____
_____

13. What is one reason you might see this change in the algae count?

_____
_____
_____

RECORD YOUR RESPONSES TO QUESTIONS 14 AND 15 ON YOUR DELMARVA RIVER DATA SHEET.

14. You have received a sample of Delmarva River water. Look at the water carefully and record at least three observations on your Delmarva River Data Sheet. **Do not taste the sample**.
15. Use the pH paper to test the water. Record the results on your Delmarva River Data Sheet.
16. What does the pH level tell you about this sample of river water?

_____

_____

17. What are two connections you can make between the water sample, and the data from the Delmarva River Data Sheet? Explain the connections.

Connection	Explanation
1.	1.
2.	2.

This letter below recently appeared in the local newspaper.

To the Editor:

I am writing to say that I have lived near the Delmarva River most of my life and I am tired of all this talk about the river being polluted. Kids still play in the river and I still see some fish in the river. Although there is a lot of algae growing in the river, isn't there algae in all rivers? I agree that there is sometimes trash in the river, but it all washes away when it rains. Some people say that the river has started to smell bad. I think it smells just fine. Finally, the ducks still swim there and they seem happy. So, I say, this river is not polluted!

Sincerely,
Mr. W. Martin

18. Use Mr. Martin's letter and your **Delmarva River Data Sheet** to complete the following chart.

Mr. Martin's statements about the Delmarva River	**Scientific evidence from the Delmarva River Data Sheet that supports Mr. Martin's statements**
Kids still play in river	No data supports this statement
[Mr. Martin] still sees some fish in the river	There are fish but the numbers are declining

There is a lot of algae
growing in the river.
All trash washes away when it rains
[Mr. Martin] thinks it smells just fine
Ducks still swim there
The ducks seem happy

No data supports this statement

19. Decide if there is a problem with the Delmarva River. Write a report to persuade other scientists to agree with the conclusion you made about the river. Be sure to explain what was convincing to you. Support your position using at least three pieces of evidence from your Delmarva River Data Sheet.

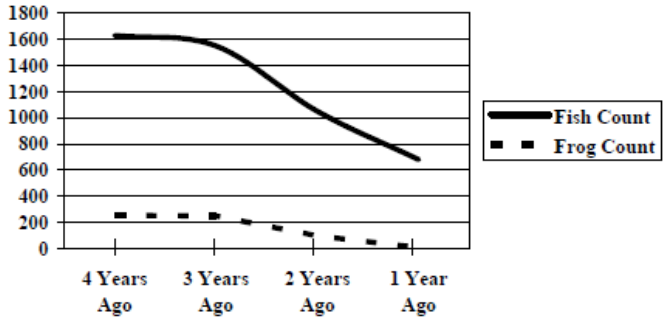
Use this page for your prewriting. Write your final response on lined paper.

Final Scientific Report

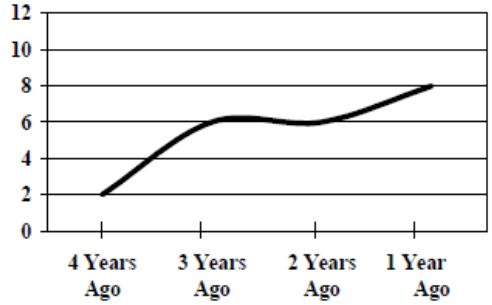
_____
_____
_____
_____

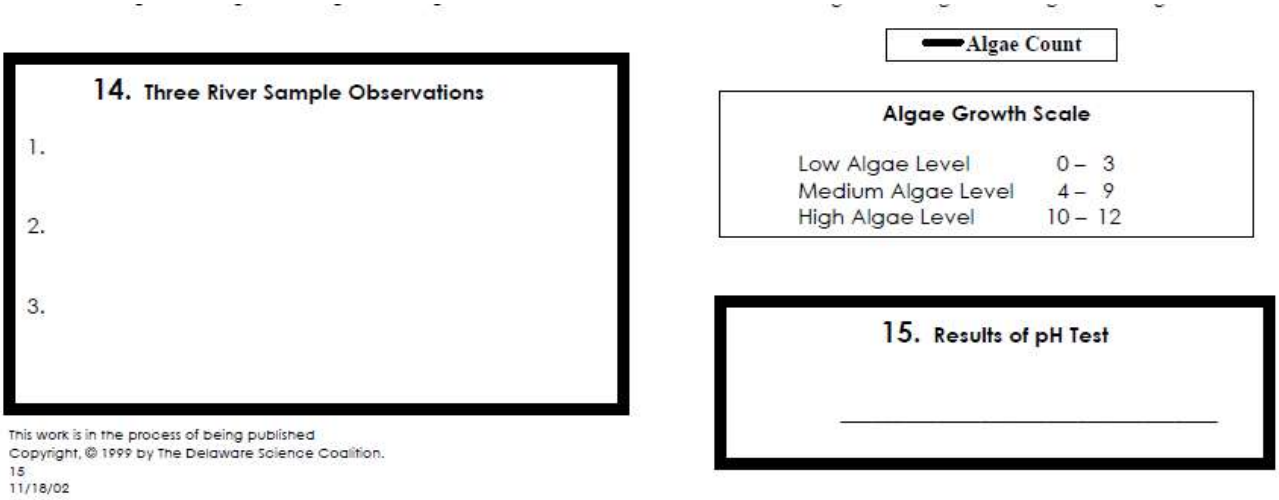
Delmarva River Data Sheet **Name** _____

Delmarva River Fish and Frog Count



Delmarva River Algae Count





"Ecosystems"
Grade 5 – Summative Assessment

Assessed Understandings

Students will understand:

1. Organisms within an ecosystem interact with each other and their environment.
2. Organisms within an ecosystem can be categorized as producers, consumers, or decomposers and can be sequenced in simple food chains.
3. Food webs are diagrams that illustrate the dependent and interdependent relationships within ecosystems.
4. Growth and reproduction of organisms within an ecosystem are affected by factors such as food, light, water, temperature, and acidity (pH).
5. Natural events and human activities can cause a disturbance to or imbalance of an ecosystem.
6. Requirements for the survival of organisms.
7. Sun as a source of energy.
8. Path of energy from the sun to the producers and then to the consumers.
9. Critical analysis of evidence; distinguish opinion from scientific evidence.

Teacher Notes for the "Ecosystem" Assessment

Introduction

These items are designed to provide an assessment of what students know and understand at the completion of the *Science & Technology for Children (STC) Ecosystems* module. This document includes teacher directions, response sheets for the individual students, and analytic scoring rubrics for each question. **A close look at the rubrics prior to the administration of the assessment will be helpful to the teacher.**

Time and Preparation for the Assessment

This assessment should take about **two, 45-minute class periods** to administer. You are free to read aloud any or all portions of the assessment to your students. Without giving away a more appropriate response, please help students understand the intent of the question or task. This is not a test of reading, writing, or artistic ability. Students may be encouraged to use any and all resources available, including material from classroom charts and individual journals. Please use the terminology from the investigations within the kit.

Directions for Administration

The only prior preparation for this assessment would be to ensure that each student has access to an eco-column.

Question 1: Teachers should make the students aware that they are to observe an eco-column. If a group of students are sharing the eco-column, students should independently observe the eco-column for the answers.

1. Observe the eco-column. Name three specific living organisms and three specific non-living materials in the eco-column. Place them on the T-chart below.

Question 2: Interdependency of organisms in an ecosystem relies on the living and non-living factors to survive together.

2. Name two basic needs that organisms must have to survive. Explain how the organisms in the eco-column are **interdependent**.

Question 3: Environmental factors affect growth and reproduction of organisms.

3. Name **three** environmental factors that could affect the growth and reproduction of the guppies in an eco-column. Tell how each factor might affect the guppies.

Question 4: The basic concept for the science curriculum in life sciences is for the student to understand the source of energy for living organisms comes directly from the Sun.

4. What is the source of energy for all ecosystems?

Question 5: Food chains are essential to the survival of all organisms in an ecosystem. Each organism has a role in the success of its ecosystem.

5. Complete a simple food chain using organisms found in the picture. Be sure to include the energy source.

Question 6: Different ecosystems still have similarities and differences. However, the elements of a food chain may change. The concept for survival remains necessary for growth and reproduction even when the organisms change the roles remain constant (producers, consumers, decomposers).

6. Look at the picture of the "Wetland Ecosystem." If all the large-mouth bass disappear, describe how the number of perch and minnows in the food chain may be affected. Explain why this will happen.

Question 7: Interpretation in the scientific method is crucial for understanding of the hypothesis. In this question, the students are asked to look at the data, make predictions, draw conclusions, and decide what would be a key element to improve the health of the ecosystem by drawing on the evidence from the data sheets.

7a. Use the data from the graphs on page 6 to determine the health of the Delmarva River. Write **two conclusions** that are supported by the data.

7b. What are **three** possible causes for the change in data over the four-year period? What steps can be made to improve the health of the Delmarva River?

Scoring Rubrics
"Ecosystems"
Summative Assessment

Question 1: Name three specific living organisms and three specific non-living materials in the eco-column. Place them on the T-chart below.

This question measures the student's ability to identify and distinguish between living non-living things in an eco-column.

Criteria for a complete response:

1. Living things in the ecocolumn include: guppies, fish, mosquito fish (Gambusia), isopods (rolie polies, pillbugs, and sowbugs), crickets, snails, duckweed, elodea, mustard seeds, rye (grass), alfalfa, and algae**.**
2. Non-living things in the eco-column include: air (or its components), water, sunlight, soil, waste, gravel, and rocks.

Teacher Note: Organisms that were once alive and are now dead are considered living. Living things in science refer to organisms that fit many qualifications, including ability to reproduce, exchange gases, emit waste, have DNA, etc.

Code	Response
	Complete Response
20	Response includes three specific living and non-living materials.
29	Any other scientifically correct response.
	Partially Correct Response
10	One error in the non-living category. Student has 5 of 6 responses correct.
11	One error in the living category. Student has 5 of 6 responses correct.
19	Any other partially correct response.
	Incorrect Response
70	Two or more errors. Student has 4 or fewer correct responses.
79	Any other incorrect response.
	Non Response
90	Crossed out/erased, illegible, or impossible to interpret.
99	Blank.

Question 2: Name two basic needs that organisms must have to survive. Explain how the organisms in the eco-column are interdependent.

This question measures the student's understanding of what an organism needs in order to survive in this ecosystem.

Criteria for a complete response:

1. A complete response includes two of the following: food (plants), water, space, light, correct temperature, snails, air (oxygen), correct pH.
2. For each essential component there must be an explanation showing why it is essential for survival. (Growth is acceptable in only one of the two responses.)

Examples of possible explanations:

- Water is a medium for providing oxygen or provides space for the fish to live.
- Plants are food, provide oxygen, or protection for the fish.
- Snails improve water quality by cleaning up waste material.
- Oxygen (or air) for fish to breath—may appear in the student explanation either with water or with plants.

Code	Response
	Complete Response
20	The response meets both criteria.
29	Any other scientifically correct response.
	Partially Correct Response
10	Response meets criterion 1 but explains only one component correctly.
19	Any other partially correct response.
	Incorrect Response
70	Response lists one component with no explanation.
79	Any other incorrect response.
	Non-Response
90	Crossed out/erased, illegible, or impossible to interpret.
99	Blank.

Question 3: Name three environmental factors that could affect the growth and reproduction of the guppies in an eco-column. Tell how each factor might affect the guppies.

This question measures the student's ability to recognize that environmental factors affect living organisms.

Criteria for a complete response:

1. Lists three environmental factors.
   a. Examples: Environmental temperature, overcrowding, pH of water, food supply, pollution, water quality, access to sunlight, access to air.
2. Describes how three environmental factors affect the guppies.
   a. Examples: If the temperature is too hot or cold, the guppies may die or not reproduce. If the pH is too high or low, the guppies may die or not reproduce. If the food supply is insufficient, the guppies may die. If the water quality is poor, the guppies may die.

Code	Response
	Complete Response
20	Meets the criteria.
29	Any other scientifically correct response.
	Partially Correct Response
10	The response includes at least two correct factors with accurate description.
19	Any other minimally correct response.
	Incorrect Response
70	The response includes only one correct factor with description.
79	Any other incorrect response.
	Non-Response
90	Crossed out/erased, illegible, or impossible to interpret.
99	Blank.

Question 4: What is the source of energy for all ecosystems?

This question measures the student's ability to identify the Sun as a source of energy for the eco-column.

Criterion for a complete response:

1. Student mentions the sun, solar energy, or sunlight as the source of energy for the eco-column. (In classrooms with no natural light, other forms of light are acceptable.)

Code	Response
	Complete Response
10	Response must include Sun or some form of light.
19	Any other scientifically correct response.
	Incorrect Response
70	In addition to light, the response includes other things that are not sources of energy.
76	The response repeats the substance or stem of the question.
79	Any other incorrect response.
	Non-Response
90	Crossed out/erased, illegible, or impossible to interpret.
99	Blank.

Question 5: Complete a simple food chain using organisms found in the picture. Be sure to include the energy source.

This question measures the student's ability to describe the path of energy from the Sun to the producers, consumers, and decomposers in this ecosystem.

Criterion for a complete response:

1. Describes the path of energy—from the Sun to the producers (e.g., plants) and then to the consumers (e.g., animals) and decomposers (e.g., fungus, worms, etc.).

Code	Response
	Complete Response
20	The response meets criterion.
29	Any other scientifically response.
	Partially Correct Response
10	The response correctly identifies everything except the energy.
11	The response correctly identifies everything except producer.
12	The response correctly identifies everything except consumer.
13	The response correctly identifies everything except decomposer.
19	Any other partially correct response.
	Incorrect Response
70	Response describes path of energy from sun to consumer.
79	Any other incorrect response.
	Non-Response
90	Crossed out/erased, illegible, or impossible to interpret.
99	Blank.

Question 6: Look at the picture of the "Wetland Ecosystem." If all the large-mouth bass disappear, describe how the number of perch and minnows in the food chain may be affected. Explain why this will happen.

This question measures the student's ability to describe how populations within a wetland ecosystem may be affected if a producer or consumer is removed.

Criteria for a complete response:

1. The response describes effects on the number of perch and minnows in the food chain when all the bass are removed.
2. The response explains why the number of perch and minnows change.

Examples of possible explanations:

- The large-mouth bass would not be around to eat the perch, so the perch population would increase.
- More perch eating more minnows would lead to a decrease in the minnow population.

OR

- As large-mouth bass disappear, the heron would eat more perch; therefore, the perch population would decrease.
- With fewer perch to eat the minnows, the minnow population would increase.

Code	Response
	Complete Response
20	The response meets both criteria.
29	Any other scientifically correct response.
	Partially Correct Response
10	The response meets criteria 1 with no explanation.
11	The response meets criteria 2.
12	The response describes one plausible effect on one organism with a correct explanation.
19	Any other partially correct response.
	Incorrect Response
70	The heron dies—no other plausible effects on other organisms.
71	Difficult to score due to overuse of pronouns.
79	Any other incorrect response.
	Non-Response
90	Crossed out/erased, illegible, or impossible to interpret.
99	Blank.

Question 7a: Use the data from the graphs on page 6 to determine the health of the Delmarva River. Write two conclusions that are supported by the data.

This question measures the student's ability to identify changes in population by interpreting data. This data represents change over a given period of time.

Criteria for a complete response:

1. Populations of fish and frogs are declining.
2. Population of algae is increasing.

Code	Response
	Complete Response
20	The response meets criterion above.
29	Any other scientifically correct response.
	Partially Correct Response
10	The response refers to only the fish or frog population.
11	The response refers to only the algae population.
19	Any other partially correct response.
	Incorrect Response
70	The response identifies a cause rather than reporting a trend in the data.
71	The response compares the fish and frog counts.
79	Any other incorrect response.
	Non-Response
90	Crossed out/erased, illegible, or impossible to interpret.
99	Blank.

Question 7b: What are three possible causes for the change in data over the four-year period? What steps can be made to improve the health of the Delmarva River?

This question measures student's ability to predict causes for an observed data trend and suggest possible ways to improve the data.

Criteria for a complete response:

1. Identifies three possible causes for the data trend. Examples: pollution (road salt, acid rain, fertilizer), change in temperature, human activities such as trash or over-fishing, increase in other predators or new species of predator.
2. Describe three ways to improve the river based on the listed causes. Examples: use less road salt, control fertilizer runoff into the water, limit fishing, and limit human use of the river.

Code	Response
	Complete Response
20	The response meets criteria above.
29	Any other scientifically correct response.
	Partially Correct Response
10	Lists one reason for the changes.
19	Any other partially correct response.
	Incorrect Response
70	The response identifies a trend rather than listing a cause from the data.
79	Any other incorrect response.
	Non-Response
90	Crossed out/erased, illegible, or impossible to interpret.
99	Blank.

PRESTIGE ACADEMY

A COLLEGE PREPARATORY CHARTER SCHOOL
FOR BOYS
WILMINGTON, DELAWARE

GIVING BOYS A REAL CHANCE FOR A REAL FUTURE

October 2, 2011

Education Associate for Charter School Program
Delaware Department of Education
401 Federal Street, Suite 2
Dover, DE 19901

5th Grade Science

Units of Instruction

Overview:

Curriculum development is an important part of what every teacher does, and at Prestige Academy Charter School, we spend a lot of time and energy documenting this work in a consistent and useful format. Prestige Academy Charter School teachers must develop curriculum aligned with the Delaware State Science Standards and Delaware Science Coalition Standards. The Delaware Science Initiative was founded to improve the instruction and learning of science so that all students would have the opportunity to meet the challenging performance expectations in the Delaware Science Content Standards. From the initiative, the Delaware Science Coalition began in 1995 as a collaborative of Delaware's school districts and science communities. Today, the Coalition supports science education in grades K-12 and is a collaborative effort between Delaware's school districts and charter school, and Delaware Department of Education (DDOE), higher education, business and industry, and community-based science organization. The Coalition continues to exist to support the highest quality science instruction for students and Delaware Schools.

While the Delaware State learning standards, objectives, and skills are not all-encompassing, they must be the starting point for all teacher planning and course curriculum. Prestige Academy Charter School teachers must ensure that every unit addresses Delaware State Science Standards and that each and every standard receives sufficient attention during the school year.

All curricula is comprised of **clear** and **measurable** standards. Clear and measurable standards are those that clearly define what students should know and are easily assessable. At Prestige Academy Charter School, our teachers and instructional leaders approach curriculum and instruction with urgency and a focus on achievement while

making our lessons and day-to-day activities fun and engaging as to create a lifelong love of learning for our scholars.

The following units of study for 5th Grade Science were chosen because they clearly illustrate Prestige Academy Charter School's commitment to rigorous, engaging, standards-based instruction. Furthermore, the units chosen, Ecosystems I, Ecosystems II, and Motion and Design, encompass numerous standards that are heavily assessed on the Delaware Comprehensive Assessment System (DCAS). Some modifications to these units of study were made to accommodate our all-boys demographic including: more hands-on learning, collaborative partner work, and clearly communicated performance goals.

The following units of instruction reflect our commitment to mathematics, with each 5th Grade student receiving 180-200 minutes of science instruction per week. Currently we have one master teacher serving boys in Grades 5 in a unique class titled Non-Fiction Studies. This class includes an equal split between Science and Social Studies Throughout the year. In closing, please note that our teachers are using a modified version of the Delaware Science Coalition recommended units for Science. The units we have submitted reflect a deep dive into the most essential skills and standards for our scholars.

Enclosures:

5th Grade Unit 1- Ecosystems I

5th Grade Unit 2- Ecosystems II

5th Grade Unit 3- Motion and Design

Unit Title: Motion and Design **Grade Level(s):** 5
Subject/Topic Areas: Physical Science

Key Vocabulary:
Motion
Speed
Distance
Time
Force
Variables
Friction
Load
Energy
Stored Energy
Mass
Air resistance
Balanced Forces
Unbalanced forces

Designed By: Prestige Academy **Time Frame:** 25 to 30 hours
Date:

SUMMARY OF PURPOSE:
This unit allows students the opportunity to explore the physics of motion and to apply concepts to technological design. Using K'NEX, students design a simple car and investigate how the car moves when pulled by a drop weight system, when carrying a load of a given mass, and when propelled by a rubber band. Next, students investigate friction and car design and how each affects motion. Tire tread and a sail (air resistance) are investigated as design features. Motion of the vehicle when driven by a propeller system is examined. Lastly using engineering problem solving, students engage in ways to meet design specifications.

Stage 1: Desired Results

Common Core/ Delaware Standards

Primary:
Standard 1.1.A: Understand that scientific investigations involve asking a focused scientific question. Investigations differ depending upon the question being asked.
(Essential)

Standard 1.1.B: Understand that: Fair test design supports the validity of the investigation. Sometimes it is not possible to know everything that will have an effect on the investigation or control all conditions.
(Essential)

Standard 1.1.C: Understand that: The purpose of accurate data collection is to provide evidence to compare with the prediction.
(Essential)

Standard 1.1.D: Understand that: The body of scientific knowledge grows as scientists ask

questions, conduct investigations, develop explanations and compare results with what is already known.
(Essential)

Standard 1.1.E: Understand that: The purpose of communicating is to share and justify results. Scientists communicate their results to others, including the details that allow others to replicate the results.
(Essential)

Standard 3.1.B: The energy of a moving object depends on its speed. Faster moving objects have more energy than slower moving objects.
(Essential)

Standard 3.2.A: Force is any push or pull exerted by one object on another. Some forces (eg. Magnetic forces and gravity) can make things move without touching them.
(Essential)

Standard 3.2.B: The speeds of two or more objects can be compared (i.e. faster, slower) by measuring the difference traveled in a given unit of time, or by measuring the time needed to travel a fixed difference.
(Essential)

Standard 3.2.C: Force must be applied to change the speed of a moving object or change its direction of motion. Larger forces will create greater changes in an object's speed in a given unit of time.
(Essential)

Secondary:
Standard 3.1.C: Energy can be stored in an elastic material when it is stretched.
(Important)

Standard 3.2.D: Pushing and pulling forces can be used to transfer energy from one object to another.
(Important)

Key Concepts/Big Ideas

• **Observe** an object's movement and describe the **changes** in motion.
• Construct **models** to observe **patterns** of motion.
• Conduct **investigations** to recognize that force can change the speed of an object.
• Energy may be stored in **materials** with elastic **properties.**
• **Interactions** of materials affect the motion of an object.
• Design investigations that modify a **control** to meet specific **conditions**.

Enduring Understandings

Students will understand that…
• Moving objects have energy. Faster moving objects have more energy than slower moving objects.
• Energy can be stored in a twisted rubber band. This energy can make things move.
• Changes in the motion of an object can be produced by different sized forces.
• Changes in the motion of an object can be produced by forces from different directions.
• Speed is the amount of distance traveled over a certain amount of time.

• Speeds of objects can be compared (faster, slower) through knowing the distance and time.

Essential Questions

• What happens to the energy in a system — where does this energy come from, how is it changed within the system, and where does it ultimately go? How does the flow of energy affect the materials in the system?
• How do we know that things have energy?
• How can energy be transferred from one material to another? What happens to a material when energy is transferred to it?

Real World Context

- Real world situations
- Multiple and purposeful opportunities for students to assimilate new understandings and make new connections through models and simulations.

Learning Targets/Goals

Students will know…

- Scientific investigations involve asking a focused scientific question.
- Fair test design supports the validity of the investigation.
- Accurate data collection is needed to provide evidence to compare with the prediction.
- A force is any push or pull exerted by one object on another.
- A force can change the speed of an object.
- Some forces (e.g., magnetic forces and gravity) can make things move without touching them.
- The energy of a moving object depends on its speed. Faster moving objects have more energy than slower moving objects.
- The speeds of two or more objects can be compared (i.e., faster, slower) by measuring the distance traveled in a given unit of time, or by measuring the time needed to travel a fixed distance.
- A force must be applied to change the speed of a moving object or change its direction of motion.
- Larger forces will create greater changes in an object's speed in a given unit of time.
- Pushing and pulling forces can be used to transfer energy from one object to another.
- Energy can be stored in an elastic material when it is stretched.
- Friction is a force that occurs when two surfaces rub together that affects motion.

Students will be able to… (21st century skills)

- Generate focused questions and informed predictions about energy.
- Design and conduct investigations in order to test predictions about force and energy.

- Accurately collect data using observations, simple tools and equipment. Display and organize data in tables, charts, diagrams, and bar graphs or plots over time. Compare and question results with and from others.
- Communicate procedures, data, and explanations to a variety of audiences. Justify the results by using evidence to form an argument.
- Design, build, test, and modify vehicles to meet design requirements.
- Design and build a vehicle that is propelled by stored energy.
- Compare and discuss forces (push/pull) that effect an object'smotion.
- Measure the time it takes a vehicle to move a given distance.
- Observe how an object moves and describe its motion and change in motion.
- Predict the effect of an applied force on how a vehicle moves.

Stage 2: Evidence of Student Achievement

Transfer Task

Performance Task

Rubrics for Transfer Tasks

Performance Task

	4	3	2	1

Formative Assessments:(e.g., tests, quizzes, prompts, work samples, observations)
All copies can be found in Appendix A.

Summative Assessments:
Comprehensive exams
Aligned to standards

Student Self-Assessment and Reflection

This unit contains a student self assessment that is intended to uncover understanding of concepts as well as attitudes and feelings towards the investigations.
Students evaluate their work together and their shared tasks.

Instructional Resources

- Force and Motion by Newbridge Publishing
- United Streaming.com
- Fossweb.com
- Engineering Interact
- Field Trip to Dover Air Force Base Museum

Differentiation

WIDA English Language Proficiency Standards for English language Learners.
http://www.wida.us/Resources/standards/
Flexible grouping for reading assessments.
Read Aloud.
Provide students with scribes.
Use assistive technology.

Enrichment

Peer tutoring.
Computations of speed.
Design challenges to meet criteria.
Extra-curricular design assignments.

Stage 3: Learning Plan

Key learning tasks needed to achieve unit goals

- Identify the stored energy in a twisted rubber band as the source of energy that can cause a vehicle to move.
- Explain how the motion of a vehicle is affected by more twists of the rubber band (greater stored elastic energy) or increased load (downward acting force).
- Interpret data and determine which data set best meets the established criteria.

The acronym WHERETO summarizes key elements to consider when designing an effective and engaging learning plan.

W – Help the students know Where the unit is going and What is expected? Help the teachers know Where the students are coming from (prior knowledge, interests)
H – Hook all students and Hold their interest?
E – Equip students, help them Experience the key ideas and Explore the issues?
R – Provide opportunities to Rethink and Revise their understandings and work?
E – Allow students to Evaluate their work and its implications?
T – Be Tailored (personalized) to the different needs, interests, and abilities of learners?
O – Be Organized to maximize initial and sustained engagement as well as effective learning?

Lesson 1
General Topics **-** Students record and share their ideas and questions about Motion and Design. Students design and build a vehicle to meet requirements given.

Check for Understanding: Exit Slip

Lesson 2
General Topics - Students draw a record of their vehicle from Lesson 1. Students build a vehicle by following a 2 view technical drawing.
Students compare their record with the technical drawing.

Check for Understanding: Exit Slip

Lesson 3
General Topics - Students set up a system to pull their vehicles and compare and discuss how the motion of their vehicle changes when more or less weight on a string is used to pull them.

Check for Understanding: Exit Slip

Lesson 4
General Topics - Students add blocks to their vehicles to investigate the effects of a load on motion.

Check for Understanding: Exit Slip

Lesson 5
General Topics - Students design vehicles and systems to pull the vehicles to meet requirements and apply previously collected data to design their system. Students read about the Lunar Rover.
Check for Understanding: Exit Slip

Lesson 6
General Topics - Students try to move their vehicle using rubber band energy. Students then evaluate the design of the vehicle and discuss
the results of their evaluations.

Check for Understanding: Exit Slip

Lesson 7
General Topics **-** Students predict and investigate how variations in rubber band energy affect the distance their vehicles travel and record
the results and discuss the patterns.

Check for Understanding: Exit Slip

Lesson 8
General Topics - Students discuss what they know about friction and evaluate design features that reduce or increase friction on vehicles propelled by a rubber band. Students then share what they

observed and the role of friction in their vehicles' motion.

Check for Understanding: Exit Slip

Lesson 9

General Topics - Students adapt their vehicles to hold a cardboard sail and make observations about how the sail would influence the vehicle's motion and discuss these observations.

Check for Understanding: Exit Slip

Lesson 10

General Topics - Students test how air resistance influences a vehicle's motion and discuss and compare results. Students also discuss real world objects designed to minimize air resistance and read about a woman who drag races.

Check for Understanding: Exit Slip

Lesson 11

General Topics - Students discuss design features about propeller-driven vehicles and build one from a technical drawing and discuss the observations.

Check for Understanding: Exit Slip

Lesson 12

General Topics - Students will discuss the motion and design of their propeller-driven vehicles and compare these features and then design changes for their propeller-driven vehicles that will not affect performance.

Check for Understanding: Exit Slip

Lesson 13

General Topics **-** Students determine the cost of their propeller-driven vehicles and modify their vehicles to reduce costs. Students also discuss trade-offs involving cost, performance and appearance.

Check for Understanding: Exit Slip

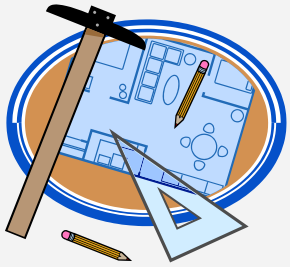
Lesson 14

General Topics - Students plan a final design challenge and present their plans to the class.

Check for Understanding: Exit Slip

Appendix A

Sample Resources



Motion & Design

Mrs. Marsella

Unit: Physical Science
Packet: Day 145 – Day 147
Standard: **Standard 1.1.C:** Understand that: The purpose of accurate data collection is to provide evidence to compare with the prediction.

Name _____
Date: **April 5th – April 7th , 2011**
Homeroom (Check one)

- ○ **Univ. of Pittsburgh**
- ○ **Univ. of Virginia**
- ○ **George Washington Univ.**

OBJECTIVES: *By the end of today's lesson, you will be able to…*

- □ SWBAT design and build a vehicle to meet certain requirements.
- □ SWBAT identify details that are important in technical drawings and compare their own drawings with a technical drawing.
- □ SWBAT read nonfiction texts to learn more about the challenges of technological design.

30 CHALLENGE OF THE DAY

A student observes that an organism is green. A valid conclusion that can be drawn from this observation is that

(1) the organism must be a plant
(2) the organism cannot be single celled
(3) the organism must be an animal
(4) not enough information is given to determine whether the organism is a plant or an animal

DO NOW

True or false? If the statement is false CORRECT IT!

1. _____ Force and motion are not related.

2. _____ Scientists and engineers draw and build models before they create the final product.

3. _____ A larger amount of force results in less distance traveled.

4. _____ Once a product is designed, the design team will never have to change it again.

5. _____ Distance is measured in liters.

I DO – *CLASS NOTES*

Specialized Terminology

1. **Motion**- The act of changing _____.
2. **Design**- The _____ something is _____ _____.
3. **Engineer**- A _____ who uses _____ knowledge to _____ useful things.
4. **System** - _____ or more objects that _____ _____ in a meaningful way.
5. **Collaborate**- To share _____ and _____.
6. **Requirement**- An _____ or _____.
7. **Position** – An objects _____ at a given _____.
8. **Model** – An _____ or _____ of an object, system or process that cannot be easily studied.
9. **Interchangeable parts** – Parts that are _____, making them _____.
10. **Axle** – A _____ that connects to _____, so that they _____ together.
11. **Bearing** – The _____ or guide for a rotating axle.
12. **Hub** – The _____ part of a _____ that is fastened to the _____.
13. **Prototype** – A preliminary (or _____) version of a _____.

Simple Machines: The Wheel and Axle

By Brandi Waters

Simple machines make it easier for us to do work. A wheel and axle is one of the six simple machines. The wheel and axle work together to make one simple machine. A round water faucet knob is one example of a wheel and axle. The round knob is the wheel. Under the knob is a thin shaft. The knob is connected to the shaft. The shaft turns the water on and off. The shaft is the axle. The thin shaft would be hard to turn with your hands. The knob is larger. It is easy to turn with your hand. When you turn the knob, it also turns the shaft. The water is easy to turn off and on, thanks to a wheel and axle! There are many objects that use wheels and axles. A car uses many wheels and axles. The steering wheel is a wheel that turns an axle. That axle is connected to more wheels and axles that turn the wheels that move the car. A dolly is a tool that uses a wheel and axle to make heavy things easy to move. The weight is balanced on the dolly. You move the weight by rolling the dolly on its wheels. That is much easier than pushing a heavy object across the floor. The wheel and axle is a simple machine that makes many hard jobs easy to do.

TURN THE PAGE!!

_____ 1. A wheel and axle _____.

A. work together to make hard jobs easy to do
B. is a kind of lever
C. will not help you to carry heavy objects
D. all of the above

_____ 2. Which is NOT an example of a wheel and axle.

A. computer keyboard
B. car steering wheel
C. round water faucet
D. dolly

3. A round faucet knob makes work easier because the knob is _____ than the thin shaft that controls whether the water is turned on or off.

_____

_____

_____

_____ 4. A _____ is an example of something that we commonly use that has many wheels and axles that make it work.

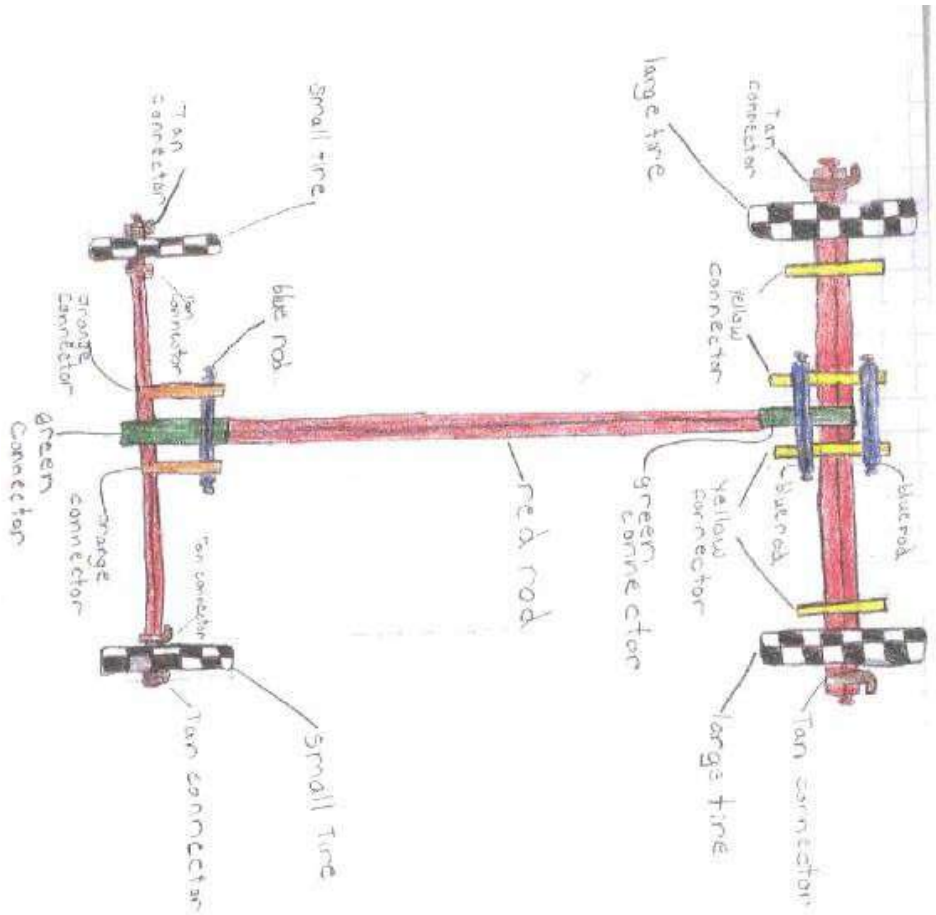
A. door knob
B. dolly
C. car
D. all of the above

5. A _____ is an example of a wheel and axle that helps make heavy things easy to move.

A bicycle is another object that uses several wheels and axles to make it work. Draw a picture of a bicycle and point out as many wheels and axles as you can see.

Design: Using Drawings to Record and Build

1. Engineers prepare careful _____ of their _____.
    a. These drawings must be _____ enough that a builder can _____ the product, ideally with no further _____ from the engineer.
        i. The details include the _____, _____, _____ and how the parts _____ together.
2. Engineers typically create a special set of technical drawings called _____.
    a. This set of drawings shows an object from _____ perspectives: _____, _____ and _____.
        i. Analyze the technical drawing below.



What do you notice about the two views of the vehicle? How are they alike? How are they different? How does color help in a drawing?

_____

_____

GUIDED PRACTICE

For each piece, write a label of connector, wheel *or* axle *and draw a diagram.*

Piece	Label	Diagram
Orange Piece		
Large Wheel		
Gray Rod		

For each of the following situations, tell what pieces you would use and draw a diagram of the connections.

Situation	Pieces Used	Diagram
3 cm axles attached to a 90 degree connector to form an "L" shape		

180 degree connector attached to two axles of approximately 6 cm length; the axles should connect to form an angle of less than 90 degrees		
Approximately 2 cm axle connected to a small wheel and held in place so that the wheel can spin freely		

INDEPENDENT PRACTICE

For each term, write a definition and an extension. The extension can be a picture or additional information. Use your Specialized Terminology *to help you.*

Term	Definition	Extension
Design		
System		
Prototype		

DESIGN CHALLENGE: In 20 minutes or less, design and build a vehicle (cart) that will move at least 100 cm (39 in.)

→**BEFORE YOU START**…how will you test whether the vehicle meets the requirements?

_____
_____
_____
_____

FINAL STEP: Draw a diagram of your vehicle on graph paper in your data section of your binder. Include labels, colors and measurements. You may add a description if you like. REMEMBER TO DATE YOUR ENTRY!!

30 SCHOLARS - FINISHED EARLY? **Answer the following questions…**

1. How is your drawing similar to or different from the technical drawing on page 5 of our packet?

_____
_____
_____

2. What parts of the technical drawing might make it easy for you to build this vehicle? What parts might make it difficult?

_____
_____
_____

Prestige Academy Charter School

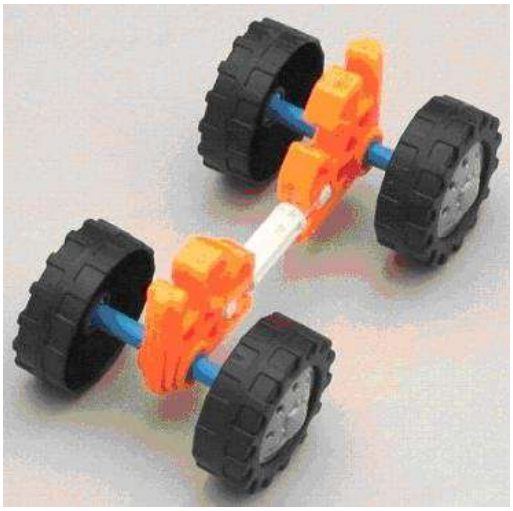
Motion & Design Quiz #148 ~ Terminology	Name _____ Date _____ Homeroom _____

Use the words from the word bank to complete each sentence.

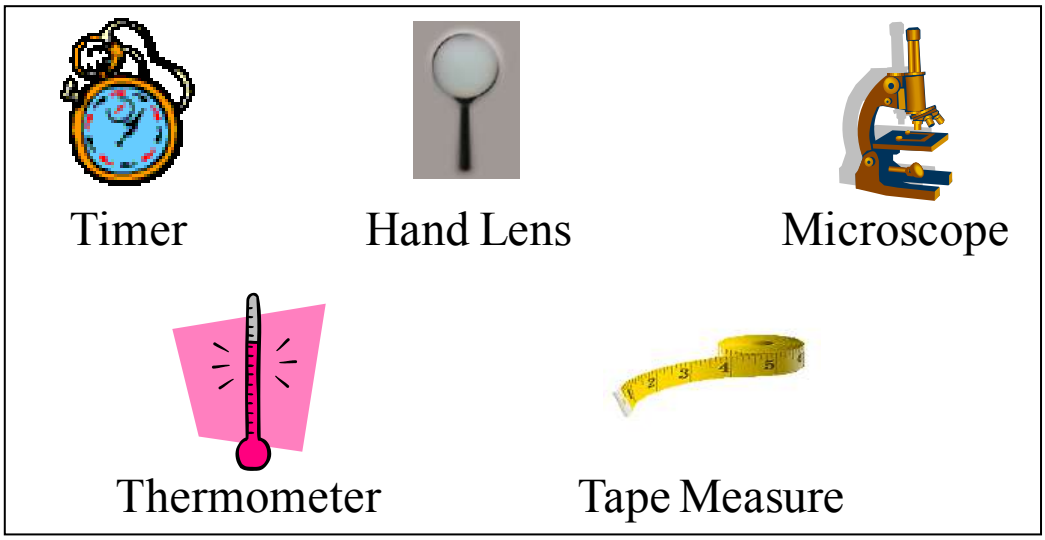
WORD BANK				
motion	**design**	**system**	**prototype**	**wheel**
axle	**engineer**	**model**	**collaborate**	

1. A _____ and _____ is an example of a simple machine used to make work easier.
2. When working in a group, it is important to _____ by sharing ideas and resources.
3. An _____ is a scientist who builds useful items and inventions.
4. The first version of an invention is called a _____.
5. Travelling from 0 cm to 100 cm is an example of _____.
6. A _____ is two or more objects that come together in a meaningful way.

7. Diagram and label a top view technical drawing of the vehicle below. *(Worth 2 points)*



"Motion and Design"
Summative Assessment



1. Which **two tools** could be used to collect the data needed to calculate the average speed? **Describe how each tool is used.**

_____

_____

_____

_____

_____

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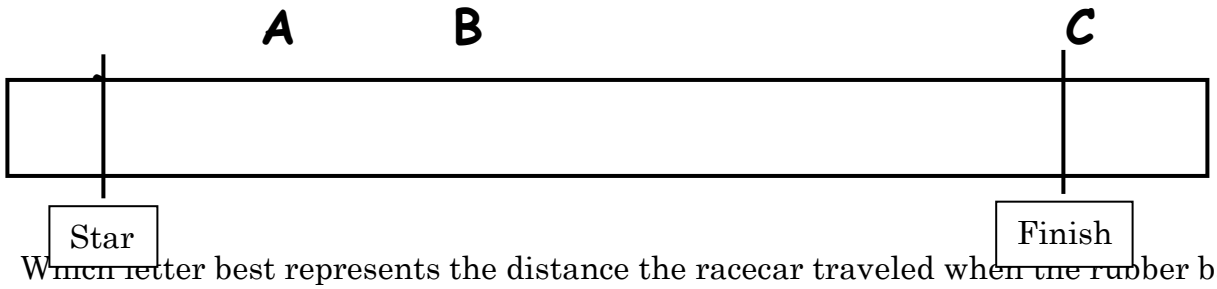
_____

A standard race car was tested using 2, 4, and 8 turns on a rubberband to measure the distance it would travel. The distances were labeled A, B and C.
The track looked like this:



2. Which letter best represents the distance the racecar traveled when the rubber band was wound two times? _____

   Explain your choice.

   _____

   _____

   _____

   _____

   _____

   _____

3. About how many turns of the rubber band would it take for the racecar to travel across the finish line and stop at letter D? _____

   Explain your answer.

   _____

   _____

   _____

   _____

   _____

   _____

Prestige Academy Charter School

Qualifying Trial Data

		Plan 1	Plan 2	Plan 3	Plan 4
Variables	Number of turns on the rubber band	8	10	10	12
	Number of blocks carried	2	2	3	3
	Total distance racecar traveled (cm)	379 cm	490 cm	410 cm	445 cm
Results	Time to cross the finish line at the 400 cm mark (rounded to the nearest second)	Did not cross the finish line	3 seconds	5 seconds	4 seconds

4. Look at the data chart above. What force causes the vehicle to move?

_____

_____

5. Analyze the data from the Plans in the chart above.
   1. Describe **one difference between Plans**. Explain why the difference changed the race results.

_____

_____

_____

   2. Describe **another difference between Plans**. Explain why this difference changed the race results.

_____

_____

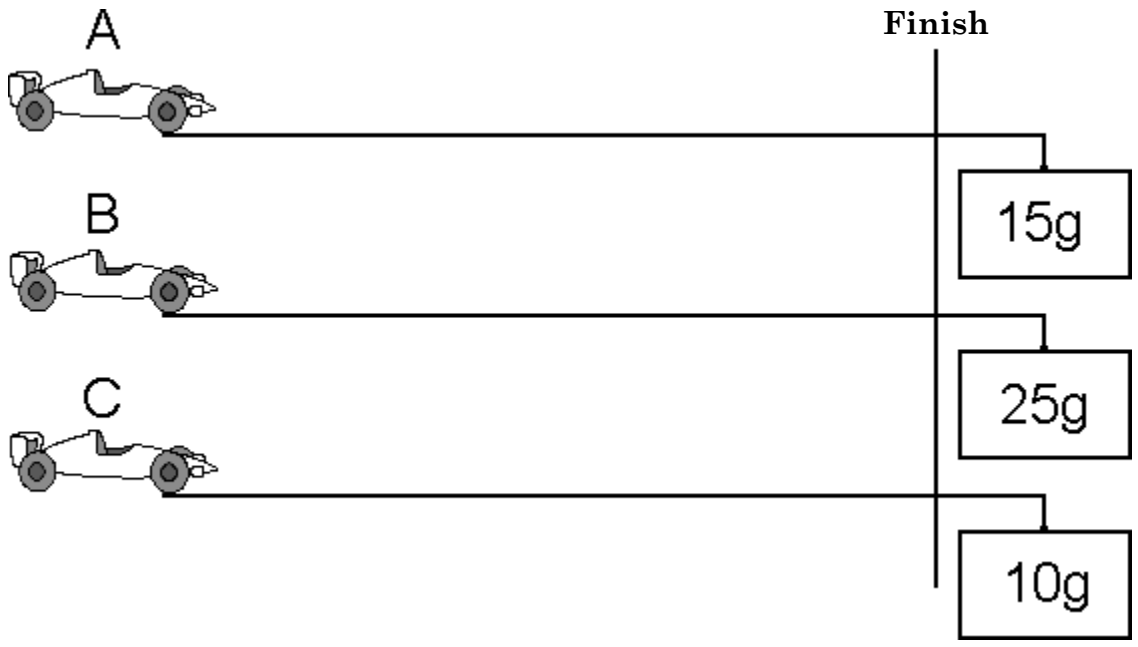
_____

3. How are the rubber band energy and the distance the car travels related to each other?

_____

_____

Falling Weight System 1



6. Which racecar would cross the finish line first?_____

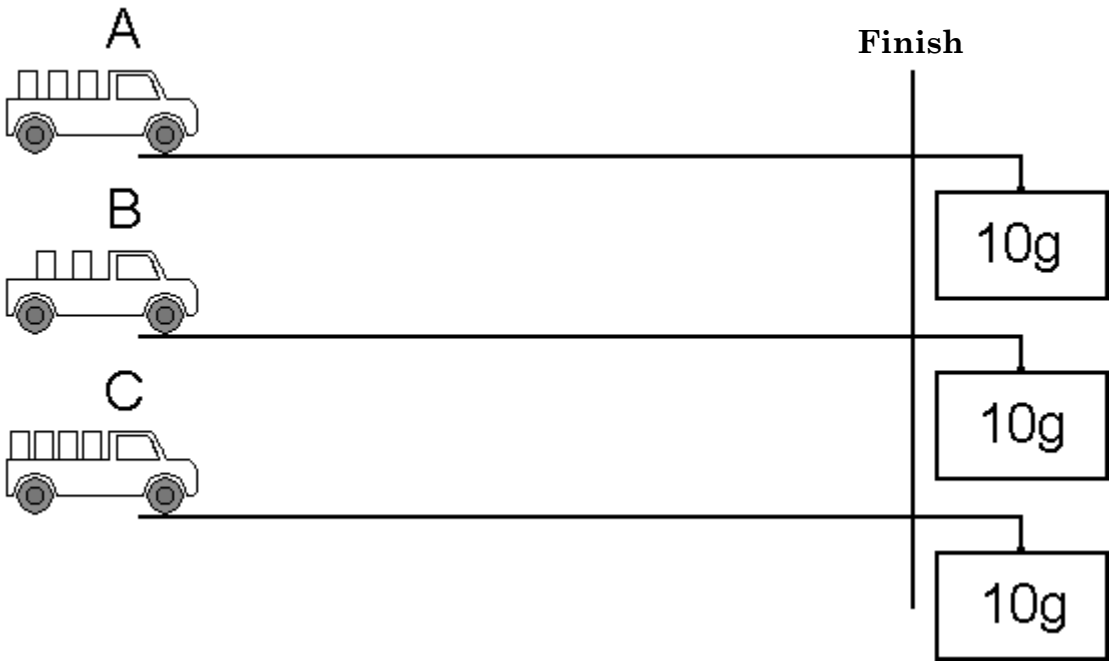
   Explain your answer.

_____

_____

_____

Falling Weight System 2



7. Which truck will cross the finish line first? **Explain why**.

_____

_____

_____

"Motion and Design"
Grade 5 – Summative Assessment

Assessed Understandings

Students will understand:

1. Force is any push or pull exerted by one object on another.
2. The speeds of two or more objects can be compared (i.e., faster/ slower) by measuring the distance in a given time or the time needed to move a given distance.
3. Energy of a moving object depends on its speed.
4. Energy can be stored in an elastic material when it is stretched. The more it is stretched, the greater the stored energy.
5. Fair test design supports the validity of the investigation.
6. A force must be applied to change the speed of a moving object or change its direction of motion.
7. Pushing and pulling forces can be used to transfer energy from one object to another.
8. Tools are used to collect data.

Teacher Notes for the "Motion and Design" Assessment

Introduction

These items are designed to provide an assessment of what students know and understand at the completion of the *Science & Technology for Children (STC)* "Motion and Design" module. This document includes teacher directions, response sheets for the individual students, and analytic scoring rubrics for each question. **A close look at the rubrics prior to the administration of the assessment will be helpful to the teacher.**

Time and Preparation for the Assessment

This assessment should take about **one, 45-minute class period** to administer. You are free to read aloud any or all portions of the assessment to your students. Without giving away a more appropriate response, please help students understand the intent of the question or task. This is not a test of reading, writing, or artistic ability. Students may be encouraged to use any and all resources available, including material from classroom charts and individual journals. Please use the **terminology** from the investigations within the kit.

Directions for Administration

There is no additional preparation for this assessment.

Question 1: This question reflects students' knowledge of tools/instruments that can be used to determine the average speed of a standard vehicle.

1. Which two tools could be used to collect the data needd to calculate the average speed? Describe how each tool is used.

Question 2: The teacher will emphasize that the track information is used to answer the question. The question identifies students' understanding that the more energy stored in a wound rubber band, the farther the vehicle will travel.

2. Which letter best represents the distance the racecar traveled when the rubber band was wound two times? _____ Explain your choice.

Question 3: This question refers to Question 2, but the student is asked to use prior knowledge to formulate an explanation of stored energy.

3. About how many turns of the rubber band would it take for the racecar to travel across the finish line and stop at letter D? _____ Explain your answer.

Question 4: The "Qualifying Trial Data" indicates the variables and results of the distance traveled and the load. The students are asked to observe and comprehend the data chart and determine what force causes the motion of the vehicle.

4. Look at the data chart above. What force causes the vehicle to move?

Question 5: The student refers back to the "Qualifying Trial Data" to analyze the data and draw conclusions when variables change.

5. Analyze the evidence from the data chart.
   a. Describe one change. Explain why this changed the race results.
   b. Describe another change. Explain why this changed the race results.
   c. How are the rubber band energy and the distance the car travels related to each other?

Question 6: The teacher explains that the information from the "Falling Weight System 1" needs to be used to answer Question 6. This question is looking for an understanding that the greater the force pulling on the vehicle, the faster the vehicle will travel.

6. Which racecar would cross the finish line first? _____ Explain your answer.

Question 7: The "Falling Weight System 2" will be used by the student to identify and explain that the greater the load on a vehicle, the slower the vehicle will travel.

7. Which truck will cross the finish line first? Explain why.

Scoring Rubrics
"Motion and Design"
Summative Assessment

Question 1: Which two tools could be used to collect the data needed to calculate the average speed? Describe how each tool is used.

This question measures the student's ability to select and describe the appropriate tool to obtain the average speed of a standard vehicle.

Criteria for a complete response:

8. Identifies the timer and tape measure as the appropriate tools.
9. Describes how the timer and tape measure are used.

Code	Response
	Complete Response
20	Meets criteria above.
29	Any other scientifically correct response.
	Partially Correct Response
10	Identifies two tools and describes how one of them is used.
11	Identifies one tool and describes how that tool is used.
12	Tells how both tools are used but fails to name the tools.
	Incorrect Response
70	Identifies two incorrect tools.
71	Identifies one tool.
72	Identifies two tools, but one is the incorrect tool.
79	Any other incorrect response.
	Non-Response
90	Crossed out, erased, illegible, or impossible to interpret.
99	Blank.

Question 2: Which letter best represents the distance the racecar traveled when the rubber band was wound two times? Explain your choice.

This item measures the student's understanding that the more energy stored in a wound rubber band, the farther the vehicle will travel.

Criteria for a complete response:

1. States letter A is the correct distance.
2. Includes the relationship between the number of turns of the rubber band and the distance the vehicle travels.

Code	Response
	Complete Response
20	Meets the above criteria.
29	Any other scientifically correct response.
	Partially Correct Response
10	Includes a correct explanation but omits letter A as the correct distance.
19	Any other partially correct response.
	Incorrect Response
70	Includes letter A as the correct distance with an incorrect or omitted explanation.
71	Identifies letter B or C as the correct distance with an incorrect or omitted explanation.
76	Repeats the substance or stem of the question.
79	Any other incorrect response.
	Non-Response
90	Crossed out/erased, illegible, or impossible to interpret.
99	Blank.

Question 3: About how many turns of the rubber band would it take for the racecar to travel across the finish line and stop at letter D? Explain your answer.

This item measures the student's understanding that the more energy stored in a wound rubber band, the farther the vehicle will travel and to use data to make a prediction.

Criteria for a complete response:

1. States 10–15 turns of the rubber band to cross the finish line.
2. Includes the relationship between the number of turns of the rubber band and the distance the vehicle travels.
3. Uses the data (chart from question 2) of the number of rubber band turns and the distance the vehicle travels to justify response.

Code	Response
	Complete Response
20	Meets the above criteria (must include specific data in the explanation).
29	Any other scientifically correct response.
	Partially Correct Response
10	The response identifies the number of turns within the range but includes an incomplete explanation (i.e., missing data in explanation).
11	The response identifies the number of turns outside of a reasonable range (i.e., 25 times) but includes a reasonable explanation.
19	Any other partially correct response.
	Incorrect Response
70	The response identifies any number of turns with an incorrect or omitted explanation.
76	The response repeats the substance or stem of the question.
79	Any other incorrect response.
	Non-Response
90	Crossed out, erased, illegible, or impossible to interpret.
99	Blank.

Question 4: Look at the data chart above. What force causes the vehicle to move?

This item measures the student's ability to identify the force that causes a vehicle to move.

Criterion for a complete response:

1. Identifies the number of turns (twists) of the rubber band as the source of the force.

Code	Response
	Complete Response
10	Meets criterion above.
19	Any other scientifically correct response.
	Incorrect Response
70	Identifies gravity as the force causing movement.
71	Identifies load or weight as causing movement.
76	Repeats the substance or stem of the question.
79	Any other incorrect response.
	Non-Response
90	Crossed out, erased, illegible, or impossible to interpret.
99	Blank.

Prestige Academy Charter School

This rubric covers both 5a and 5b

Question 5a and 5b: Analyze the data from the Plans in the chart above. Describe one difference between Plans. Explain why this difference changed the race results. Describe another difference between Plans. Explain why this difference changed the race results.

This item measures the student's ability to analyze data, describe two changes that were made to the vehicle, and explain why these changes were made.

Criteria for a complete response:

1. Identifies two changes that were made to the vehicle (more turns of the rubber band and addition of blocks).
2. Describes how each change affected the data in the plan.

(***Example:*** More turns on the rubber band, the farther the vehicle traveled; more load, less distance traveled.)

Code	Response
	Complete Response
20	Meets the criteria.
29	Any other scientifically correct response.
	Partially Correct Response
10	Identifies two changes and includes a partial, incorrect, or missing explanation, but the explanation is flawed.
11	Identifies one change and includes a corresponding explanation.
19	Any other partially correct response.
	Incorrect Response
70	Does not identify changes made to the vehicles.
71	No explanation given.
76	Repeats the substance or stem of the question.
79	Any other incorrect response.
	Non Response
90	Crossed out, erased, illegible, or impossible to interpret.
99	Blank.

Question 5c: How are the rubber band energy and the distance the car travels related to each other?

This item measures the student's understanding that, when more energy is stored in the rubber band, the car will travel further as the energy is released.

Criterion for a complete response:

1. States that the more the rubbber band is wound (stretched) the greater the car will travel (or vice versa).

Code	Response
	Complete Response
10	Meets the criterion.
19	Any other scientifically correct response.
	Incorrect Response
70	Does not make a comparison.
76	Repeats the substance or stem of the question.
79	Any other incorrect response.
	Non-Response
90	Crossed out, erased, illegible, or impossible to interpret.
99	Blank.

Question 6: Which racecar would cross the finish line first? Explain your answer.

This item measures the student's ability to understand that the greater the force pulling on the vehicle, the faster the vehicle will travel.

Criteria for a complete response:

1. Identifies Car B as the first car to cross the finish line.
2. Provides an explanation that Car B has the greatest amount of force (weight/gravity) pulling it, so it will travel more quickly than the other two cars.

Code	Response
	Complete Response
20	Meets the above criteria.
29	Any other scientifically correct response.
	Partially Correct Response
10	Identifies Car B as the correct choice but mentions weight in the explanation.
11	Includes a correct explanation but omits naming Car B.
	Incorrect Response
70	Car B is identified as the correct choice with an incorrect explanation.
76	Repeats the substance or stem of the question.
79	Any other incorrect response.
	Non-Response
90	Crossed out, erased, illegible, or impossible to interpret.
99	Blank.

Question 7: Which truck will cross the finish line first? Explain why.

This item measures the student's ability to identify and explain that the greater the load on a vehicle, the slower the vehicle will travel.

Criteria for a complete response:

1. Identifies Truck B as first.
2. Explains the effect of mass/load on the speed of a vehicle.

Code	Response
	Complete Response
20	Meets the above criteria.
29	Any other scientifically correct response.
	Partially Correct Response
10	Identifies Truck B with no explanation.
11	Correct explanation but does not identify Truck B.
19	Any other partially correct response.
	Incorrect Response
70	Identifies trucks A or C with no explanation or flawed explanation.
76	Repeats the substance or stem of the question.
79	Any other incorrect response.
	Non-Response
90	Crossed out, erased, illegible, or impossible to interpret.
99	Blank.