v Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_\_\_\_\_\_

Module 1:

Start Date: **August 8, 2016** Completion Date:  **September 16, 2016** Total Days: **39**

(Students will be expected to complete activities during class and at home for 30 minutes each night.)

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| **Standards:** | | | | | | | | | | | | | |
| **ELAGSE5RI1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **ELAGSE5RI2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  **ELAGSE5RI3:** 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.  **ELAGSE5RI4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  **ELAGSE5RI5:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts  **ELAGSE5RI6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  **ELAGSE5W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  c. Link ideas within and across categories of information using words, phrases, and clauses  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Provide a concluding statement or section related to the information or explanation presented  **ELAGSE5L2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  a. Use punctuation to separate items in a series.\*  b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).  d. Use underlining, quotation marks, or italics to indicate titles of works.  e. Spell grade-appropriate words correctly, consulting references as needed. | **K-5 EU**: The student will understand that people’s ideas and feelings influence their decisions  **K-5 EU:** The student will understand that conflict causes change.  **K-5 EU:** The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not  **K-5 EU**: The student will understand that where people live matters.  **K-5 EU:** The student will understand that moving to new places changes the people, land, and culture of the new place, as well as the place that was left.  **K-5 EU:** The student will understand that because people cannot have everything they want, they have to make choices. | | | | | | | | **S5P1.** Students will verify that an object is the sum of its parts. b. Investigate how common items have parts that are too small to be seen without magnification.  **S5L3.** Students will diagram and label parts of various cells (plant, animal, single-celled, multi-celled). a. Use magnifiers such as microscopes or hand lenses to observe cells and their structure. b. Identify parts of a plant cell (membrane, wall, cytoplasm, nucleus, chloroplasts) and of an animal cell (membrane, cytoplasm, and nucleus) and determine the function of the parts. c. Explain how cells in multi-celled organisms are similar and different in structure and function to single-celled organisms.  **S5L4.** Students will relate how microorganisms benefit or harm larger organisms. a. Identify beneficial microorganisms and explain why they are beneficial.  b. Identify harmful microorganisms and explain why they are harmful | | | | |
| **Key Vocabulary:** | | | | | | | | |  | | | | |
| **Reading & Language Arts** | | **Social Studies** | | | | | | | **Science** | | | | |
| print source, digital source historical , contemporary, firsthand account , secondhand account , primary source , secondary source comparison ,contrast , structure , chronology , perspective, text features , context , morphology | | beliefs and ideals; conflict and change; individuals, groups, institutions; location; movement/migration; production, distribution, consumption; scarcity; and technological innovations | | | | | | | Cell, cell membrane, cell wall, cytoplasm, nucleus, chloroplasts, structure, function, magnifying, microscope, single-celled, multi- celled, microorganism, harmful, beneficial, disease, bacteria, virus, protists, protozoa, germs, microbe | | | | |
| **I can statement/ Essential Question** | | | | | | | | | | | | | |
| * How does word choice impact the overall meaning of the text? * How does the author’s use of structure affect the meaning of the text? * How does the author’s point of view and purpose shape and direct the text? * Why do readers read? * How do readers construct meaning? * How does word choice impact the overall meaning of the text? * . How does the author’s use of structure affect the meaning of the text? * How does the author’s point of view and purpose shape and direct the text? * How does analyzing diverse media help us to build our own knowledge? * How does the use of evidence impact the author’s claim? * How does analyzing more than one text help us to interpret the author’s intent and build our knowledge? | | * How do the beliefs and ideals of a society influence the social, political, and economic decisions of that society? * How do my own beliefs influence the decisions I make. * How does conflict lead to change within societies? • How do we resolve conflict within our school and classroom? * How can conflict lead to positive changes? * How can conflict lead to negative changes? * How does location affect society’s economy, culture, and development? | | | | | | | * What do we see when we take a closer look? * How are the structures of the animal cell and plant cell similar? * How are the structures of the animal cell and plant cell different? * How can you differentiate a single-celled organism from a multi-celled organism? * If you can’t see them, can they harm you? * How are microorganisms controlled? * Where did all of those little things come from? * Why aren’t microorganisms in tap water? | | | | |
| **Unit Performances:** | | | | | | | | | | | | | |
| Activity Title  A (\*) is an assignment that **MUST**  be completed | | | | Est. Time | | Quiz or Practice Work | | Points Received | | | Total Points | | Teacher Initial |
| \*AR Quiz 4 | | | | 4cp | | Quiz | |  | | |  | |  |
| Text Evidence : Choose 2 Passages and Answer Question **(RI 1)** | | | | 2 cp | | PW | |  | | |  | |  |
| \* [**What If...Scenarios???**](http://www.livescience.com/33724-questions-answered.html) **(RI1)** | | | | 2 cp | | PW | |  | | |  | |  |
| \*Newsela Main Idea Graphic Organizer **(RI2)** | | | | 2cp | | PW | |  | | |  | |  |
| \*Name That Text Structure **(RI5)** | | | | 2cp | | PW | |  | | |  | |  |
| \*Wanted Poster | | | | ½ cp | | PW | |  | | |  | |  |
| \*Microorganism Research/ Information Brochure | | | | 3 cp | | PW | |  | | |  | |  |
| \*Concepts of Social Studies & Effective Citizenship Grid | | | | 1 cp | | PW | |  | | |  | |  |
| Movement & Migration | | | | 2 cp | | PW | |  | | |  | |  |
| \*[Citizenship WebQuest](https://sites.google.com/site/citizenshipwebquest/home) (Due August 25) | | | | 1 cp. | | Quiz | |  | | |  | |  |
| [Memoirs of a Goldfish](https://fulton.mackinvia.com/Reader/Launch?viaId=3354866&bookId=5844431&search=Memoirs+of+a+Goldfish&language=0&page=3): Cause and Effect Book | | | | 2 cp | | PW | |  | | |  | |  |
|  | | | |  | |  | |  | | |  | |  |
| **Performance Task** | | | | | | | | | | | | | |
| **Activity Title** | | | **Est. Time** | | **Group/**  **Independent** | | **Points Received** | | | **Total Points** | | **Teacher Initial** | |
| \*“Celling” Cereal Project: (Home assignment) | | | **2hrs** | | **Independent** | |  | | |  | |  | |
| All You Cell (Home assignment) | | | **2hrs.** | | **Independent** | |  | | |  | |  | |
| Technological Innovation: Writing | | | **1hrs** | | **Both** | |  | | |  | |  | |
| Technological Innovation School belief | | | **1hrs** | | **Both** | |  | | |  | |  | |
| \*Bill of Right Visual Presentation: | | | **2 hr** | | **Both** | |  | | |  | |  | |
| \*The World According to Humphrey Diorama (Due on September 15) | | | **5 hrs** | | **Independent** | |  | | |  | |  | |