

Curriculum Map



Curriculum Map

QTR 3:	Grade: 5 th	YEAR: 2019-20
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Humanities			
Week 19: WWII	<p>Pre-Req SS5G1 Locate the 50 states and capitals on the map.</p> <p>SS5H4 Explain America’s involvement in World War II.</p> <ul style="list-style-type: none"> → Describe German aggression in Europe and Japanese aggression in Asia. → Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust. → Discuss President Truman’s decision to drop the atomic bombs on Hiroshima and Nagasaki. → Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler. → Describe the effects of rationing and the changing role of women and African Americans or Blacks; include “Rosie the Riveter” and the Tuskegee Airmen. → Explain the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations. <p>ELAGSE5SL2: Summarize information presented in diverse formats, including visually, quantitatively, and orally.</p> <p>ELAGSE5SL3: Summarize the points a speaker makes and how it is supported by reasons and evidence.</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify man-made places on map. <input type="checkbox"/> WWII <input type="checkbox"/> Figurative Language <input type="checkbox"/> Writing <input type="checkbox"/> Money Management <input type="checkbox"/> Compare & Contrast <p>Summative Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary <input type="checkbox"/> Spelling <input type="checkbox"/> Opinion Writing 	<p>5L Key Terms:</p> <p>Metaphor Simile</p> <p>Phonics/Spelling</p> <p>Week 21 Sight words & polysyllabic w/suffix</p> <p>Vocabulary: Indigo</p> <p>Unit 3 Dracula</p> <p>5RLiterary Key Terms:</p> <p>Chapter Heading</p> <p>5RInformational Key Terms:</p> <p>Chronological</p>

	<p>ELAGSE5L5 Understanding of figurative language, word relationships, and nuances</p> <p>ELAGSE5L4b, c & ELAGSE5L6 <i>Vocabulary</i></p> <p>ELAGSE5L2e <i>Spelling</i></p> <p>ELAGSE5RF3: Grade-level phonics and word analysis skills in decoding words ELAGSE5RF4: Fluency</p> <p>ELAGSE5RL5 & RI5 <i>Overall text structure/ Compare & Contrast</i></p> <p>ELAGSE5RL10 & RL10: <i>Grade appropriate text</i></p> <p>ELAGSE5SL1 Collaborative Discussion</p> <p>ELAGSE5W2, ELAGSE5W4, ELAGSE5W5, ELAGSE5W6 & ELAGSE5W10 <i>Opinion Writing</i></p> <p>SS5E4 Personal budget and why personal spending and saving decisions are important.</p>		<p>Logical</p> <p>Extension Economics Project Creative Writing Book Project Book Talk</p>
<p>Week 20: WWII</p>	<p>Pre-Req SS5G1 Locate the 50 states and capitals on the map. SS5H4 Explain America’s involvement in World War II.</p> <ul style="list-style-type: none"> → Describe German aggression in Europe and Japanese aggression in Asia. → Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust. → Discuss President Truman’s decision to drop the atomic bombs on Hiroshima and Nagasaki. → Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler. → Describe the effects of rationing and the changing role of women and African Americans or Blacks; include “Rosie the Riveter” and the Tuskegee Airmen. → Explain the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations. <p>ELAGSE5SL2: Summarize information presented in diverse formats, including visually, quantitatively, and orally.</p> <p>ELAGSE5SL3: Summarize the points a speaker makes and how it is supported by reasons and evidence.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify man-made places on map. <input type="checkbox"/> WWII <input type="checkbox"/> Concepts of trade <input type="checkbox"/> Figurative Language <input type="checkbox"/> Writing <input type="checkbox"/> Money Management <input type="checkbox"/> Compare & Contrast <p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary <input type="checkbox"/> Spelling 	<p>5L Key Terms: Personification</p> <p>Phonics/Spelling Week 22 Sight words & prefix -ad</p> <p>5RLiterary Key Terms: Act Line</p> <p>5RInformational Key Terms: Compare/Contrast Cause/Effect</p> <p>Extension Economics Project Creative Writing Book</p>

	<p>ELAGSE5L5 Understanding of figurative language, word relationships, and nuances</p> <p>ELAGSE5L4b, c & ELAGSE5L6 <i>Vocabulary</i></p> <p>ELAGSE5L2e <i>Spelling</i></p> <p>ELAGSE5RF3: Grade-level phonics and word analysis skills in decoding words ELAGSE5RF4: Fluency</p> <p>ELAGSE5RL5 & RI5 <i>Overall structure/ Compare & Contrast</i></p> <p>ELAGSE5RL10 & RL10: <i>Grade appropriate text</i></p> <p>ELAGSE5SL1 Collaborative Discussion</p> <p>ELAGSE5W2, ELAGSE5W4, ELAGSE5W5, ELAGSE5W6 & ELAGSE5W10 <i>Opinion Writing</i></p> <p>SS5E4 Personal budget and why personal spending and saving decisions are important.</p>		Project
<p>Week 21: WWII</p>	<p>SS5G1 Locate important man-made places on the U. S. map.</p> <p>SS5H6 Describe the importance of key people, events, and developments between 1950-1975.</p> <ul style="list-style-type: none"> → <i>Analyze the effects of Jim Crow laws and practices.</i> → <i>Explain the key events and people of the Civil Rights movement: Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.</i> → <i>Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.</i> → <i>Discuss the significance of the technologies of television and space exploration.</i> <p>SS5E1c Economic concepts of trade in history</p> <ul style="list-style-type: none"> → <i>Specialization can improve standards of living and productivity</i> <p>ELAGSE5SL2: Summarize information presented in diverse formats, including visually, quantitatively, and orally.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify man-made places on map. <input type="checkbox"/> WWII <input type="checkbox"/> Geography <input type="checkbox"/> Figurative Language <input type="checkbox"/> Writing <input type="checkbox"/> Money Management <input type="checkbox"/> Compare & Contrast <p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary <input type="checkbox"/> Spelling 	<p><u>5L Key Terms:</u> Hyperbole Alliteration</p> <p><u>5RLiterary Key Terms:</u> Verse Series</p> <p><u>5RInformational Key Terms:</u> Order of Importance Problem/Solution</p> <p><u>Extension</u> Civil Rights Project Creative Writing Project</p>

	<p>ELAGSE5SL3: Summarize the points a speaker makes and how it is supported by reasons and evidence.</p> <p>ELAGSE5L5 Understanding of figurative language, word relationships, and nuances</p> <p>ELAGSE5L4b, c & ELAGSE5L6 <i>Vocabulary</i></p> <p>ELAGSE5L2e <i>Spelling</i></p> <p>ELAGSE5RF3: Grade-level phonics and word analysis skills in decoding words ELAGSE5RF4: Fluency</p> <p>ELAGSE5RL5 & RI5 <i>Overall structure/ Compare & Contrast</i></p> <p>ELAGSE5RL10 & RL10: <i>Grade appropriate text</i></p> <p>ELAGSE5SL1 Collaborative Discussion</p> <p>ELAGSE5W2, ELAGSE5W4, ELAGSE5W5, ELAGSE5W6 & ELAGSE5W10 <i>Opinion Writing</i></p> <p>SS5E4 Personal budget and why personal spending and saving decisions are important.</p>		
<p>Week 22: WWII</p>	<p>Pre-Req SS5G1 Locate the 50 states and capitals on the map.</p> <p>SS5H4 Explain America’s involvement in World War II.</p> <ul style="list-style-type: none"> → <i>Describe German aggression in Europe and Japanese aggression in Asia.</i> → <i>Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.</i> → <i>Discuss President Truman’s decision to drop the atomic bombs on Hiroshima and Nagasaki.</i> → <i>Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.</i> → <i>Describe the effects of rationing and the changing role of women and African Americans or Blacks; include “Rosie the Riveter” and the Tuskegee Airmen.</i> → <i>Explain the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations.</i> <p>ELAGSE5SL2: Summarize information presented in diverse formats, including visually, quantitatively, and orally.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify man-made places on map. <input type="checkbox"/> Amendments <input type="checkbox"/> WWII <input type="checkbox"/> Consumers & producers <input type="checkbox"/> Figurative Language <input type="checkbox"/> Writing <input type="checkbox"/> Money Management <input type="checkbox"/> Point of View 	<p><u>5L Key Terms:</u></p> <p>Idiom Adage Proverbs</p> <p><u>5RLiterary Key Terms:</u></p> <p>Bias Opinion Point of View</p> <p><u>5RInformational Key Terms:</u></p> <p>Topic Similarities/Differences Point of View</p>

	<p>ELAGSE5SL3: Summarize the points a speaker makes and how it is supported by reasons and evidence.</p> <p>ELAGSE5L5 Understanding of figurative language, word relationships, and nuances</p> <p>ELAGSE5L4b, c & ELAGSE5L6 <i>Vocabulary</i></p> <p>ELAGSE5L2e <i>Spelling</i></p> <p>ELAGSE5RF3: Grade-level phonics and word analysis skills in decoding words</p> <p>ELAGSE5RF4: Fluency</p> <p>ELAGSE5RL6 & RI6 <i>Point of View</i></p> <p>ELAGSE5RL10 & RL10: <i>Grade appropriate text</i></p> <p>ELAGSE5SL1 Collaborative Discussion</p> <p>ELAGSE5W2, ELAGSE5W4, ELAGSE5W5, ELAGSE5W6 & ELAGSE5W10 <i>Opinion Writing</i></p> <p>SS5E4 Personal budget and why personal spending and saving decisions are important.</p>	<p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary <input type="checkbox"/> Spelling <input type="checkbox"/> Opinion Writing 	<p>Perspective Bias Spin</p> <p><u>Extension</u> Civil Rights Project Creative Writing Project</p>
<p>Week 23: Cold War</p>	<p>SS5G1 Locate important man-made places on the U. S. map.</p> <p>SS5H5 Discuss the origins and consequences of the Cold War.</p> <ul style="list-style-type: none"> → Explain the origin and meaning of the term “Iron Curtain.” → Explain how the United States sought to stop the spread of communism through the Berlin Airlift, the Korean War, and the North Atlantic Treaty Organization. → Identify Joseph McCarthy and Nikita Khrushchev. → Discuss the importance of the Cuban Missile Crisis and the Vietnam War. <p>SS5E1c Economic concepts of trade in history</p> <ul style="list-style-type: none"> → <i>Specialization can improve standards of living and productivity</i> <p>SS5G1 Locate important man-made places on the U. S. map.</p> <p>S5CG3 Voting Rights</p> <ul style="list-style-type: none"> → <i>15th Amendment</i> <p>SS5H6 Describe the importance of key people, events, and developments between 1950-1975.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify man-made places on map. <input type="checkbox"/> Amendments <input type="checkbox"/> 1950-1975 <input type="checkbox"/> Consumers & producers <input type="checkbox"/> Figurative Language <input type="checkbox"/> Writing <input type="checkbox"/> Money Management <input type="checkbox"/> Point of View <p><u>Summative Assessment:</u></p>	<p><u>5L Key Terms:</u> Homophone Onomatopodia</p> <p><u>5RLiterary Key Terms:</u> First Person Second Person Third Person Narrator</p> <p><u>5RInformational Key Terms:</u> Journalism Account Summary Analysis Attitude</p>

	<p>→ Analyze the effects of Jim Crow laws and practices.</p> <p>→ Explain the key events and people of the Civil Rights movement: <i>Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.</i></p> <p>→ Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.</p> <p>→ Discuss the significance of the technologies of television and space exploration.</p> <p>→</p> <p>SS5E3b Consumers & producers in the U. S. economy</p> <p>→ People earn income by selling their labor to businesses.</p> <p>ELAGSE5SL2: Summarize information presented in diverse formats, including visually, quantitatively, and orally.</p> <p>ELAGSE5SL3: Summarize the points a speaker makes and how it is supported by reasons and evidence.</p> <p>ELAGSE5L5 Understanding of figurative language, word relationships, and nuances</p> <p>ELAGSE5L4b, c & ELAGSE5L6 Vocabulary</p> <p>ELAGSE5L2e Spelling</p> <p>ELAGSE5RF3: Grade-level phonics and word analysis skills in decoding words</p> <p>ELAGSE5RF4: Fluency</p> <p>ELAGSE5RL6 & RI6 Point of View</p> <p>ELAGSE5RL10 & RL10: Grade appropriate text</p> <p>ELAGSE5SL1 Collaborative Discussion</p> <p>ELAGSE5W2, ELAGSE5W4, ELAGSE5W5, ELAGSE5W6 & ELAGSE5W10 Explanatory Writing</p> <p>SS5E4 Personal budget and why personal spending and saving decisions are important.</p>	<p><input type="checkbox"/> Vocabulary</p> <p><input type="checkbox"/> Spelling</p> <p><input type="checkbox"/> Point of View</p>	<p>Interpretation</p> <p>Extension Civil Rights Project Creative Writing Project</p>
<p>Week 24: 1950-</p>	<p>SS5G1 Locate important man-made places on the U. S. map.</p> <p>S5CG3 Voting Rights</p>	<p><u>Formative Assessments:</u></p> <p><input type="checkbox"/> Identify</p>	<p>5L Key Terms: Synonym</p>

<p>1975</p>	<p>→ <i>19th Amendment</i></p> <p>SS5H6 Describe the importance of key people, events, and developments between 1950-1975.</p> <p>→ <i>Analyze the effects of Jim Crow laws and practices.</i></p> <p>→ <i>Explain the key events and people of the Civil Rights movement: Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.</i></p> <p>→ <i>Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.</i></p> <p>→ <i>Discuss the significance of the technologies of television and space exploration.</i></p> <p>SS5E3b Consumers & producers in the U. S. economy</p> <p>→ <i>People earn income by selling their labor to businesses.</i></p> <p>ELAGSE5SL2: Summarize information presented in diverse formats, including visually, quantitatively, and orally.</p> <p>ELAGSE5SL3: Summarize the points a speaker makes and how it is supported by reasons and evidence.</p> <p>ELAGSE5L5 Understanding of figurative language, word relationships, and nuances</p> <p>ELAGSE5L4b, c & ELAGSE5L6 <i>Vocabulary</i></p> <p>ELAGSE5L2e <i>Spelling</i></p> <p>ELAGSE5RF3: Grade-level phonics and word analysis skills in decoding words</p> <p>ELAGSE5RF4: Fluency</p> <p>ELAGSE5RL9 & RI8, 9 <i>Reason/Evidence, Compare/Contrast, Integration of Information</i></p> <p>ELAGSE5RL10 & RL10: <i>Grade appropriate text</i></p> <p>ELAGSE5SL1 Collaborative Discussion</p> <p>ELAGSE5W2, ELAGSE5W4, ELAGSE5W5, ELAGSE5W6 & ELAGSE5W10 <i>Explanatory Writing</i></p> <p>SS5E4 Personal budget and why personal spending and saving decisions are important.</p>	<p>man-made places on map.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Amendments <input type="checkbox"/> 1950-1975 <input type="checkbox"/> Consumers & producers <input type="checkbox"/> Figurative Language <input type="checkbox"/> Writing <input type="checkbox"/> Money Management <input type="checkbox"/> Reason/Evidence <p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary <input type="checkbox"/> Spelling <input type="checkbox"/> Explanatory Writing 	<p>Antonym</p> <p>5RLiterary Key Terms: Genre</p> <p>5RInformational Key Terms: Claim Reasoning</p> <p>Extension Civil Rights Project Creative Writing Project</p>
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<p>Week 25: 1950- 1975</p>	<p>SS5G1 Locate important man-made places on the U. S. map. S5CG3 Voting Rights → <i>23rd Amendment</i> SS5H6 Describe the importance of key people, events, and developments between 1950-1975. → <i>Analyze the effects of Jim Crow laws and practices.</i> → <i>Explain the key events and people of the Civil Rights movement: Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.</i> → <i>Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.</i> → <i>Discuss the significance of the technologies of television and space exploration.</i></p> <p>SS5E3c Consumers & producers in the U. S. economy → <i>Entrepreneurs take risks to develop new goods and services to start a business</i></p> <p>ELAGSE5SL2: Summarize information presented in diverse formats, including visually, quantitatively, and orally. ELAGSE5SL3: Summarize the points a speaker makes and how it is supported by reasons and evidence. ELAGSE5L5 Understanding of figurative language, word relationships, and nuances</p> <p>ELAGSE5RF3: Grade-level phonics and word analysis skills in decoding words ELAGSE5RF4: Fluency</p> <p>ELAGSE5W2, ELAGSE5W4, ELAGSE5W5, ELAGSE5W6 & ELAGSE5W10 <i>Explanatory Writing</i></p> <p>SS5E4 Personal budget and why personal spending and saving decisions are important.</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify man-made places on map. <input type="checkbox"/> Amendments <input type="checkbox"/> 1950-1975 <input type="checkbox"/> Consumers & producers <input type="checkbox"/> Figurative Language <input type="checkbox"/> Writing <input type="checkbox"/> Money <p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary <input type="checkbox"/> Spelling <input type="checkbox"/> Explanatory Writing <p><u>PBL Project</u> Natural Disaster Prevention and Litigation</p>	<p><u>5L Key Terms:</u> Antonym Synonym</p> <p><u>5RLiterary Key Terms:</u> Compare/Contrast</p> <p><u>5RInformational Key Terms:</u> Evidence Support</p> <p><u>Extension</u></p>
<p>Week 26: 1950- 1975</p>	<p>SS5G1 Locate important man-made places on the U. S. map. S5CG3 Voting Rights → <i>23rd Amendment</i> SS5H6 Describe the importance of key people, events, and developments between 1950-1975. → <i>Analyze the effects of Jim Crow laws and practices.</i> → <i>Explain the key events and people of the Civil Rights movement: Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B.</i></p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify man-made places on map. <input type="checkbox"/> Amendments <input type="checkbox"/> 1950-1975 <input type="checkbox"/> Consumers & producers <input type="checkbox"/> Figurative 	<p><u>5L Key Terms:</u> Antonym Synonym</p> <p><u>5RLiterary Key Terms:</u> Compare/Contrast</p> <p><u>5RInformational Key Terms:</u></p>

	<p><i>Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.</i></p> <ul style="list-style-type: none"> → Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr. → Discuss the significance of the technologies of television and space exploration. <p>SS5E3c Consumers & producers in the U. S. economy</p> <ul style="list-style-type: none"> → <i>Entrepreneurs take risks to develop new goods and services to start a business</i> <p>ELAGSE5SL2: Summarize information presented in diverse formats, including visually, quantitatively, and orally.</p> <p>ELAGSE5SL3: Summarize the points a speaker makes and how it is supported by reasons and evidence.</p> <p>ELAGSE5L5 Understanding of figurative language, word relationships, and nuances</p> <p>ELAGSE5RF3: Grade-level phonics and word analysis skills in decoding words</p> <p>ELAGSE5RF4: Fluency</p> <p>ELAGSE5W2, ELAGSE5W4, ELAGSE5W5, ELAGSE5W6 & ELAGSE5W10 <i>Explanatory Writing</i></p> <p>SS5E4 Personal budget and why personal spending and saving decisions are important.</p>	<p>Language</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing <input type="checkbox"/> Money <p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary <input type="checkbox"/> Spelling <input type="checkbox"/> Explanatory Writing <p><u>PBL Project</u></p> <p>Natural Disaster Prevention and Litigation</p>	<p>Evidence Support</p> <p><u>Extension</u></p>
<p>Week 27: 1950-1975</p>	<p>SS5G1 Locate important man-made places on the U. S. map.</p> <p>S5CG3 Voting Rights</p> <ul style="list-style-type: none"> → <i>23rd Amendment</i> <p>SS5H6 Describe the importance of key people, events, and developments between 1950-1975.</p> <ul style="list-style-type: none"> → <i>Analyze the effects of Jim Crow laws and practices.</i> → <i>Explain the key events and people of the Civil Rights movement: Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.</i> → <i>Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.</i> → <i>Discuss the significance of the technologies of television and space exploration.</i> <p>SS5E3c Consumers & producers in the U. S. economy</p> <ul style="list-style-type: none"> → <i>Entrepreneurs take risks to develop new goods and services to start a business</i> 	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify man-made places on map. <input type="checkbox"/> Amendments <input type="checkbox"/> 1950-1975 <input type="checkbox"/> Consumers & producers <input type="checkbox"/> Figurative Language <input type="checkbox"/> Writing <input type="checkbox"/> Money <p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary <input type="checkbox"/> Spelling 	<p><u>5L Key Terms:</u></p> <p>Antonym Synonym</p> <p><u>5RLiterary Key Terms:</u></p> <p>Compare/Contrast</p> <p><u>5RInformational Key Terms:</u></p> <p>Evidence Support</p> <p><u>Extension</u></p>

<p>ELAGSE5SL2: Summarize information presented in diverse formats, including visually, quantitatively, and orally.</p> <p>ELAGSE5SL3: Summarize the points a speaker makes and how it is supported by reasons and evidence.</p> <p>ELAGSE5L5 Understanding of figurative language, word relationships, and nuances</p> <p>ELAGSE5RF3: Grade-level phonics and word analysis skills in decoding words</p> <p>ELAGSE5RF4: Fluency</p> <p>ELAGSE5W2, ELAGSE5W4, ELAGSE5W5, ELAGSE5W6 & ELAGSE5W10 <i>Explanatory Writing</i></p> <p>SS5E4 Personal budget and why personal spending and saving decisions are important.</p>	<p>☐ Explanatory Writing</p> <p><u>PBL Project</u></p> <p>Natural Disaster Prevention and Litigation</p>	
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