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|  | Unit Planner: **Relationships** **Make** **the** **World** **Go** **Round** Science and Social Studies  Tuesday, July 21, 2015, 1:43PM |  |

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| District Wide > 2015-2016 > Grade 5 > Science & Social Studies (Integrated Elementary) > Science and Social Studies > Week 1 - Week 10 | Last Updated: Monday, June 29, 2015 by Jennifer Smith |

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| |  | | --- | | Big Idea / Conceptual Lens |   **Relationships** | |  | | --- | | Focus of Study |   **Social Studies:** European exploration, settlement of **the** New **World**, interactions between American Indians and European explorers  **Science:** comparing and predicting weather, global weather patterns  **ELA:** reading informational text, narrative writing, research, speaking and listening skills |
| |  | | --- | | Standards and Clarifying Objectives |   Choose Standards   |  |  |  | | --- | --- | --- | | NC Essential Standards: Science | | | | **NC: Grade 5** | | | | Earth Science | | | | **Earth Systems, Structures & Processes 5.E.1 Understand weather patterns and phenomena, making connections to the weather in a particular place and time.** | | | |  | 5.E.1.1 Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns. |  | |  | 5.E.1.2 Predict upcoming weather events from weather data collected through observation and measurements. |  | |  | 5.E.1.3 Explain how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation. |  | | NC Essential Standards: Social Studies | | | | **NC: Grade 5** | | | | History | | | | **5.H.1 Analyze the chronology of key events in the United States.** | | | |  | 5.H.1.1 Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership). |  | | Geography and Environmental Literacy | | | | **5.G.1 Understand how human activity has and continues to shape the United States.** | | | |  | 5.G.1.1 Explain the impact of the physical environment on early settlements in the New World. |  | |  | 5.G.1.4 Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came). |  | | Culture | | | | **5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.** | | | |  | 5.C.1.1 Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration. |  | | ComCore: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 | | | | **ComCore: Grade 5** | | | | Reading: Informational Text | | | | **Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.** | | | |  | RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |  | | **2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.** | | | |  | RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |  | | **3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** | | | |  | 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. |  | | **Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** | | | |  | RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |  | | **9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.** | | | |  | RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |  | | Reading: Foundational Skills | | | | **Phonics and Word Recognition RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.** | | | |  | a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |  | | **Fluency RF.5.4. Read with sufficient accuracy and fluency to support comprehension.** | | | |  | a. Read grade-level text with purpose and understanding. |  | |  | b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. |  | |  | c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  | | Writing | | | | **Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** | | | |  | W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |  | | **5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.** | | | |  | W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |  | | **Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.** | | | |  | W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |  | | **8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.** | | | |  | W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |  | | **9. Draw evidence from literary or informational texts to support analysis, reflection, and research.** | | | |  | W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. |  | | **Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.** | | | |  | W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |  | | Speaking and Listening | | | | **Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.** | | | |  | SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. |  | |  | SL.5.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |  | |  | SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles. |  | |  | SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |  | |  | SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |  | | **Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.** | | | |  | SL.5.4. 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. |  | | Language | | | | **Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** | | | |  | L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  | |  | L.5.1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. |  | |  | L.5.1c. Use verb tense to convey various times, sequences, states, and conditions. |  | | **2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | | | |  | L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  | |  | L.5.2a. Use punctuation to separate items in a series.\* |  | |  | L.5.2e. Spell grade-appropriate words correctly, consulting references as needed. |  | | **Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.** | | | |  | L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. |  | |  | L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |  | | **Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.** | | | |  | L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |  | |  | L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |  | |  | L.5.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |  | | **6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.** | | | |  | L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |  | | |  | | --- | | Enduring Understandings |   [Bloom's Taxonomy](http://community.wvu.edu/~lsm018/Articulate%20Blooms%20Wheel/blooms_wheel.html)   * Students understand that **relationships** help people explain and predict events within **the** **world**. * Students understand that perceptions between cultural groups can bring about positive and negative effects. * Students understand that authors write for different purposes. |
| |  | | --- | | Essential Concepts and Critical Content |   **Social Studies Concepts:** European exploration, settlement  **Social Studies Content:**  5.H.1.1:   * European explorers (French, Spanish, English); i.e.: Columbus, Ponce de Leon, DeSoto, Cornoado, Verrazzano, Cartier, Hudson, Sir Walter Raleigh, Champlaign * American Indian groups (i.e.: Algonquian, Iroquois, Plains, Pueblos, Northwest Coast, Croatan, etc.)   5.G.1.1, 5.G.1.4:   * physical environment (climate, landforms, soil, hydrology, vegetation, animal life) * New **World** * migration * immigration * push factor * pull factor   5.C.1.1   * culture   **Science Concepts:** weather patterns  **Science Content:** 5.E.1.1   * daily weather * seasonal weather * weather conditions: wind speed, wind direction, precipitation, temperature * latitude * hemispheres   5.E.1.2   * weather instruments: thermometer, barometer, anemometer, wind vane, rain guage * atmospheric conditions * clouds: cirrus, stratus, cumulus * cold front * warm front   5.E.1.3   * global patterns (wind patterns, ocean currents) * jetstream * Gulf Stream * La Nina * El Nino * hurricane   **ELA Concepts:** Text evidence, Inferring, Main Idea, Summarizing, **Relationships**, Narrative writing, Research, Writing conventions, Collaborative conversations  **ELA Content:**   * Narrative Writing: introduction, conclusion, problem, character, dialogue, detail, description, setting, audience, transition words, paragraph * RI: quote accurately, inference, main idea, summarize, historical text, events, concepts, ideas, historical text * SL: discussion, elaboration, contribute, clarify, draw conclusions * L: perfect verbs, verb tense, context clue | |  | | --- | | Processes, Strategies, and Skills |   **Science:** Scientific Method  **ELA:** ​Evaluating sources for accuracy, Research, Locating sources, Documenting sources, Socratic Seminar, Writing Process  **Technology:** Digital citizenship, recording videos |
| |  | | --- | | Essential Questions |   **Social Studies:**  5.H.1.1   * How was **the** New **World** discovered? (How did we get here?) * How did American Indians and European Explorers interact with each other? * What criteria can be used to assess **the** accuracy of historical sources?   5.G.1.1   * What is **the** **relationship** between **the** physical environment and settlement of **the** New **World**? * How does **the** physical environment affect settlement patterns?   5.G.1.4   * Why did Europeans migrate to **the** New **World**? * Why did people migrate within **the** New **World**?   5.C.1.1   * Were **the** changes that occurred to American Indian groups during and after European exploration fair? * What was life like for American Indian groups before European exploration? * What changes occurred in American Indian groups as a result of European exploration?   **Science:**  5.E.1.1   * What major factors affect daily/ seasonal weather? * How does **the** tilt of **the** Earth affect seasons? * What is **the** **relationship** between weather conditions and weather patterns?   5.E.1.2   * How is data used to effectively predict weather patterns? * How can identifying clouds help us to predict changes in weather? * How does data collected from various locations help determine frontal positions? * What information is gained from a thermometer, barometer, anemometer, wind vane, rain gauge?   5.E.1.3   * Is knowing about global weather patterns important? * What is **the** **relationship** between different jet streams and **the** seasonal patterns of weather? * What is **the** **relationship** between **the** Gulf Stream and **the** weather along **the** eastern seaboard of **the** U.S.? * How does El Nino and La Nina occur? / What impact does it have on weather?   **ELA:**   * W 5.3: What are **the** parts of narrative writing? * W 5.3 What **makes** journal writing narrative writing? * W 5.3: How do writers add details when writing a journal? * W 5.4: How is writing organized to help **the** reader best understand? * W.5.5 How is **the** writing process used to produce 5th grade writing pieces? * RI 5.1: How do readers quote accurately from a text when asking and answering questions? * RI 5.2: How do readers use main ideas and key details from a text to summarize their thinking? * RI 5.3: How do readers analyze a text (historical, technical, scientific) to explain **relationships** between individuals, events, and ideas? * RI 5.7: How do readers responsibly use print and digital sources to answer questions? * RI 5.9: How do readers integrate information from several texts on **the** same topic? * How do writers use writing conventions (spelling, capitalization, punctuation) to produce 5th grade writing pieces? * How do writers use verb tenses (spelling, capitalization, punctuation) to produce 5th grade writing pieces?   How should technology be used in **the** classroom as a learning tool? | |  | | --- | | Resources/Materials |   **Social Studies:**   * European Exploration:   + Encounter by Jane Yolen   + **The** New Americans: Colonial Times: 1620-1689 (**The** American Story) by Betsy Maestro   + Follow **the** Dream: **The** Story of Christopher Columbus by Peter Sis   + Pedro's Journal: A Voyage with Christopher Columbus by Pam Conrad   + Where Do You Think You're **Going**, Christopher Columbus? by Jean Fritz   + Beyond **the** Sea of Ice: **The** Voyages of Henry Hudson by Joan Elizabeth Hudson   + **The** **World** in 1492 by Jean Fritz * American Indians:   + **The** Navajo Nation by Sandra Pasqua   + **The** Arrow over **the** Door by James Watling   + Hunting with Native Americans by Rob Staeger   + Native American Tools and Weapons by Rob Staeger   + If you Lived with **the** Cherokee People by Peter Roop   + **The** Story of Jamestown by Eric Braun   + Blood on **the** River by Elisa Carbone   + Sign of **the** Beaver by Elizabeth Speare   + **The** Boy who Lived with Bears by Joseph Bruchac (Iroquois)   + Native Americans Today: Resources and Activities for Educators Grades 4-8 * American Indian Supplemental Texts (can be used for building schema of Native Americans)   + **The** Blue Roses by Linda Boyden   + **The** Legend of **the** Indian Paintbrush by Tomie dePaola   + **The** Legend of Blue Bonnet by Tomie dePaola   + Her Seven Brothers by Paul Goble   + Crazy Horse's Vision by Joseph Bruchac   + Eagle Song by Joseph Bruchac   + Malian's Song by Marge Bruchac   + Jingle Dancer by Cynthia Leitich Smith   + Thirteen Moons on Turtle's Back by Joseph Bruchac   + Brave Bear and **the** Ghosts: A Sioux Legend by Gloria Dominic   **Science:**   * Night of **the** Twisters by Ivy Ruckman * Pickles to Pittsburgh by Judi Barrett * What are Clouds by Ellen Lawrence * **The** Man who Named **the** Clouds by Jule Hannah and Joan Holub * Kids Book of Weather Forecasting Williamson Publishers * DK: Eyewitness Weather * I Face **the** Wind by Vicki Cobb   **ELA:**   * **​**Big 6 Research Skills Posters/ Information   [Social Studies: US History Timeline for Kids](http://www.timeforkids.com/destination/usa/history-timeline) [Social Studies: Our Story, American History](http://amhistory.si.edu/ourstory/) [Social Studies: Native American Facts for Kids](http://www.native-languages.org/kids.htm) [Social Studies: European Explorers Interactive Map](http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u2/index.html) [Social Studies: Native American Tribe PowerPoints (Pete's PowerPoints)](http://nativeamericans.pppst.com/index.html) [Social Studies: Native American and European Explorers Lesson Ideas](http://www.vrml.k12.la.us/5th/5ss/unit_by_Activity08/unit4/act2/un4_act2.htm) [Social Studies: British Migration, Push and Pull Factors](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50101&) [Social Studies: The New World Push and Pull Factors](http://www.emigration.link/push-pull-factors-of-the-new-world.htm) [Social Studies: 2 Cultures Meet Lesson Plan](http://www.scps.k12.fl.us/Portals/46/4-NG%20Lesson-Compare%20Native%20American-European.pdf) [Social Studies: Birth of a Colony Guide for Educators](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50187&) [Social Studies: European Migration Effects on Native American Population Article](http://classroom.synonym.com/did-european-migration-affect-native-populations-7034.html) [Social Studies: Native Americans and European Explorers Powerpoint Presentation](http://www.authorstream.com/Presentation/sarmstrong54-1383812-native-americans-and-european-explorers/) [ELA: Research Skills (Big 6)](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50056&) [Common Sense Media: Digital Citizenship](https://www.commonsensemedia.org/educators) [Science: Interactive Weather Forecast Map](http://www.glencoe.com/sec/science/activities/weather/mchl3004.swf) [Science: Build Your Own Weather Station](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50238&) [Science: Grade 5 Science Matters Weather Lessons and Experiments](http://sbsciencematters.com/lesson-units/5th-grade/5earth-solarsystem-earthweather/) [Science: Weather Wiz Kids](http://www.weatherwizkids.com/) |
| |  | | --- | | Formative, Interim, and Summative Assessments |   Add New Assessment   |  |  | | --- | --- | |  | Transported through Time  Rubric: Project: Research  You are a European explorer to the New World who has been transported in time to 2015. Your role is to teach Mr./ Ms. \_\_\_\_\_'s class about your exploration. You bring along a treasure chest full of items that help explain your journey. In your treasure chest you will include:   * a map of your voyage * portrait of yourself * journal entry * flag from your country.   See attachment for further project information.  [Transported through Time Task, Rubric, Resources, and Graphic Organizer](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50179&SourceSiteID=3005&)  9 Standards Assessed  Hide Standards   * 5.H.1.1 Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership). * 5.G.1.4 Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came). * W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) * W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. * W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. * W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. * W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. * SL.5.4. 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. * L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |  | How Did We Get Here?  Formative: Written: Quick Write  Before beginning this unit conduct a 3 minute quick write with students to determine their knowledge of how the "New World" was discovered. Ask students the question "How did people help create the New World?" and then provide 3 minutes for students to write. After the 3 minutes conclude allow students time to compare and contrast their responses with group members.  3 Standards Assessed  Hide Standards   * W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) * W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. * SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. | |  | Heroes or Villains?  Informal: Oral: Socratic Seminar  After reading and viewing various resources of the relationships and interactions between the European explorers and American Indian groups, students will participate in a socratic seminar to answer the question "Were European explorers heroes or villains?"  [Socratic Seminar Rubric Example](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50103&SourceSiteID=3005&) [Socratic Seminar Teacher Guide](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50104&SourceSiteID=3005&) [Socratic Seminar Lesson Plan Template](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50105&SourceSiteID=3005&)  7 Standards Assessed  Hide Standards   * 5.H.1.1 Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership). * 5.C.1.1 Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration. * SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. * SL.5.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. * SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles. * SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. * SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | |  | Friends or Foes?  Formative: Performance: Authentic Task  Using a tablet or cell phone scan the QR codes to view information of the Indian groups and European explorers that interacted during the European exploration of the New World. After viewing the information, discuss the relationship between the explorer and Indian group using the provided graphic organizer.    [Friends or Foes Task](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50175&SourceSiteID=3005&) [QR Codes in the Classroom](http://www.schrockguide.net/qr-codes-in-the-classroom.html) [How to Use QR Codes](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50181&SourceSiteID=3005&) [History for Kids: Early North American Native Peoples](http://www.historyforkids.org/learn/northamerica/before1500/) [DeSoto Expedition](http://www.learnnc.org/lp/editions/nchist-twoworlds/1694) [Native People of the Chesapeake Article](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50185&SourceSiteID=3005&)  5 Standards Assessed  Hide Standards   * 5.H.1.1 Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership). * 5.C.1.1 Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration. * RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. * 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. * W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | |  | Weather on the Ones  Rubric: Project: Collaborative/Team  You and a partner are about to graduate from Storm Central University with a degree in meteorology. There are two available meteorology jobs available at the local news station, Station 1. As part of your interview, Station 1 is requiring you and your partner to create a 5 day forecast demonstrating your knowledge of weather patterns. This forecast must be for any location other than Jacksonville. They also want a recorded video segment that includes an oral forecast, explanation of the relationship between the forecast and weather patterns, and explanation of the weather tools used to gather that data.  [Weather on the Ones Task and Rubric](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50244&SourceSiteID=3005&) [Global Climate Zones](http://www.climate-zone.com/) [Weather Wiz Kids Forecasting](NULL) [Weather Forecasting for Kids](http://www.air-n-water.com/weather-forcasting-for-kids.htm)  7 Standards Assessed  Hide Standards   * 5.E.1.1 Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns. * 5.E.1.2 Predict upcoming weather events from weather data collected through observation and measurements. * 5.E.1.3 Explain how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation. * W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) * W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. * W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. * SL.5.4. 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. | |  | Weather Task Cards  Formative: Performance: Authentic Task  The attached weather task cards assess weather pattern symbols and weather tools. They can be used in a variety of methods: a center, scavenger hunt, independent assignment, etc.  [WeatherTaskCards.pdf](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50235&SourceSiteID=3005&)  1 Standard Assessed  Hide Standards   * 5.E.1.2 Predict upcoming weather events from weather data collected through observation and measurements. | |  | Reading Comprehension  Formal: Performance: Skill Demonstration  The attachments are reading passages that can be used to assess specific literacy standards.  [Tornado Scientists](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50247&SourceSiteID=3005&)  [Extreme Weather](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50248&SourceSiteID=3005&) [Meteorologists](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50249&SourceSiteID=3005&) [Convection Currents](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50250&SourceSiteID=3005&) [Factors that Affect Temperature](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50251&SourceSiteID=3005&) [Types of Clouds](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50252&SourceSiteID=3005&) [Changes in Temperature](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50253&SourceSiteID=3005&) [Storm Chasers](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50254&SourceSiteID=3005&) [Hurricanes](https://onslowcounty.rubiconatlas.org/Atlas/View/File?AttachmentID=50255&SourceSiteID=3005&)  10 Standards Assessed  Hide Standards   * 5.E.1.1 Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns. * 5.E.1.2 Predict upcoming weather events from weather data collected through observation and measurements. * 5.E.1.3 Explain how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation. * RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. * RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. * 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. * a. Read grade-level text with purpose and understanding. * L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. * L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. * L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |   7 record(s) found. | |
| |  | | --- | | Integration Opportunities (Optional) |   Choose Standards   |  |  |  | | --- | --- | --- | | P21: 21st Century Student Outcomes | | | | **P21: K-12** | | | | Core Subjects & 21st Century Themes | | | | **Environmental Literacy** | | | |  | Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems |  | | Learning & Innovation Skills | | | | **Work Creatively with Others**  **Show details**  **Work Creatively with Others**  **Hide details**  **Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.** | | | |  | Develop, implement and communicate new ideas to others effectively |  | | **Make Judgements and Decisions**  **Show details**  **Make Judgements and Decisions**  **Hide details**  **Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.** | | | |  | Effectively analyze and evaluate evidence, arguments, claims and beliefs |  | |  | Interpret information and draw conclusions based on the best analysis |  | | **Collaborate with Others**  **Show details**  **Collaborate with Others**  **Hide details**  **Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.** | | | |  | Demonstrate ability to work effectively and respectfully with diverse teams |  | |  | Assume shared responsibility for collaborative work, and value the individual contributions made by each team member |  | | Info, Media & Tech Skills | | | | **Information Literacy Access and Evaluate Information**  **Show details**  **Information Literacy Access and Evaluate Information**  **Hide details**  **People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.** | | | |  | Access information efficiently (time) and effectively (sources) |  | |  | Evaluate information critically and competently |  | | **Create Media Products**  **Show details**  **Create Media Products**  **Hide details**  **People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.** | | | |  | Understand and utilize the most appropriate media creation tools, characteristics and conventions |  | | |  | | --- | | Additional Integration Opportunities (Optional) |   **Weather:** For **the** 2015-2016 school year **the** standard that includes instruction of **the** water cycle (5.P.2.1) is now part of **the** 2nd 9 weeks. In **the** past many teacher have included **the** water cycle as part of their weather instruction. While 5.P.2.1 is currently required to be taught in **the** 2nd 9 weeks, introduction to **the** cycle could occur during **the** 1st 9 weeks for additional integration of science content.  **Weather:** Global climate awareness and issues can be discussed.  **Math:**   * 5.OA.3: After students understand how to generate numerical patterns using provided rules and can identify **relationships** between corresponding terms, Students can analyze and create patterns on a coordinate plane based on weather data throughout a set time period (months, seasons, etc.) * 5.NBT.1 and 5.NBT.2 focus on **the** **relationship** of numbers within **the** place value system. When teaching   + 5.NBT.1 students should understand **the** **relationship** of a digit in one place represents 10 times as much to its right and 1/10th as much to its left.   + 5.NBT.2 students should understand **the** **relationship** of numbers when multiplying and dividing by powers of 10.   [Global Climate](http://www.climate.gov/) [NASA's Global Climate Kids](http://climatekids.nasa.gov/menu/weather-and-climate/) |
| |  | | --- | | Character Qualities (Optional) |  |  |  | | --- | --- | | * Respect * Self-discipline * Responsibility * Cooperation |  | | |  | | --- | | Differentiation/Intervention Focus Areas (Optional |   **Transported through Time**: Differentiation of this project may occur through **the** levels of reading material provided to students. If students are not on grade level, students may need small group or one on one scaffolding to accurately research their explorer and complete graphic organizer. **The** project could also be differentiated by **the** amount of items students are required to present in **the** treasure box.  **Socratic Seminar:** This assessment can be differentiated by providing **the** question to be discussed at least 1-2 days early to any students who may need extra time to prepare for **the** discussion. Students could be required to write their opinion to **the** question along with **the** evidence used prior to **the** seminar. |

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