



Purpose of Planning	Unit One Q1/W1-2	Unit Two Q1/W3-4	Unit Three Q1/W5-6	Unit Four Q1/W7	Unit Five Q1/W8-9
Unit Topic and Overview:	<p>Experiments</p> <p>Essential Question: How can an experiment clarify an idea?</p> <p>-Story Structure: Setting, Characters, Plot -Genre: Humorous Fiction -Genre: Informational Text -Vocabulary -Grammar</p>	<p>Performance & Visual Arts</p> <p>Essential Question: How can art and performance help people understand a text?</p> <p>-Story Structure: Theme -Genre: Play -Genre: Fairy Tale -The importance of illustrations -Analyze text: characterization -Elements of Drama -Vocabulary -Grammar</p>	<p>Politics</p> <p>Essential Question: Why is determination a good quality for a politician to have?</p> <p>-Compare/Contrast characters or ideas -Infer information not stated directly or Predict events from information known. -Genre: Realistic Fiction -Genre: Persuasive Text -Analyzing Text: Idioms -Identifying Formal and Informal Language -Analyzing Text: persuasive techniques. -Vocabulary -Grammar</p>	<p>Physical Fitness</p> <p>Essential Question: How can being active in sports improve someone's attitude?</p> <p>-Genre: Narrative nonfiction, -Sequence of events -Analyze the text -Narrative pacing -Rhythm -Vocabulary -Grammar</p>	<p>Language & Expression</p> <p>Essential Question: How can art and performance help people understand a text?</p> <p>-Genre: Play - Theme –study the characters to determine the play's theme or central message. -Vocabulary -Grammar</p>
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Students should have background knowledge of what an experiment is.	Students should have background knowledge of popular fairy tales and the nature of a play.	Students should have background knowledge of democratic elections.	Students should have background knowledge of sports and how they feel when participating in a sport	Students should have background knowledge of art and the experience of camping away from parents.



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Curriculum Map- Scope and Sequence:
Reading and Writing - Grade 5

<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p>Students demonstrate knowledge by:</p> <ul style="list-style-type: none"> -analyzing a text to determine the point of view, -analyzing text to determine setting, characters and plot. -analyzing text to identify irony. -using interview techniques -comparing the message and purpose of the two stories. -performing grammar exercises. 	<p>Students demonstrate knowledge by:</p> <ul style="list-style-type: none"> -writing a comparison of themes in two texts. -writing a description of a scene as part of a play about raising funds for a cause. -writing a comparison between different ways of speaking English. -performing grammar exercises. 	<p>Students demonstrate knowledge by:</p> <ul style="list-style-type: none"> -making a Venn diagram comparing and contrasting candidates and their positions. -writing a comparison of two candidates from the classroom. -identifying dialog that makes a character realistic. -performing grammar exercises. 	<p>Students demonstrate knowledge by:</p> <ul style="list-style-type: none"> -talking about words in a text that make the story more vivid. -Writing a response to the video about how the Snazzy sisters became the best in the Double Dutch field. -performing grammar exercises. 	<p>Students demonstrate knowledge by:</p> <ul style="list-style-type: none"> -Knowledge of vocabulary -elements of drama -why is the setting important to the story -Differentiating between details and theme. -identifying elements of drama -writing how all scenes in a play are important to making a complete story. -listing clues to the outcome of the story. -performing grammar exercises.
<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Text: <i>Journeys</i> Grade 5 textbook selections: -"A Package for Mrs. Jewls" -"Questioning Gravity" Supplemental Text: Science book from the media center.</p>	<p>Anchor Text: <i>Journeys</i> Grade 5 textbook selections: -"A Royal Mystery" -"The Princess and the Pea" Supplemental Text: Art book from the media center</p>	<p>Anchor Text: <i>Journeys</i> Grade 5 textbook selections: -"Off and Running" -"Vote for Me" Supplemental Text: Newspapers</p>	<p>Anchor Text: <i>Journeys</i> Grade 5 textbook selections: -"Double Dutch" -"Score" Supplemental Text: Sports or Health book from the media center.</p>	<p>Anchor Text: <i>Journeys</i> Grade 5 textbook selections: "A Royal Mystery" "The Princess and the Pea" Supplemental Text: Book relating to artistic performance (poetry presentation, choral reading, dance, etc.)</p>



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Curriculum Map- Scope and Sequence:
Reading and Writing - Grade 5

<p>Assessments: *Types and Measurements of Mastery</p>	<p>Informal Assessments: -bell work -class discussion -writing exercises -grammar exercises -vocabulary exercises <i>-Journeys Reader's Notebook</i></p> <p>Formal Assessments: -written essay -reading comprehension skills and strategies assessment -vocabulary and grammar tests <i>-Journeys Benchmark and Unit Tests</i></p>	<p>Informal Assessments: -bell work -class discussion -writing exercises -grammar exercises -vocabulary exercises <i>-Journeys Reader's Notebook</i></p> <p>Formal Assessments: -written essay -reading comprehension skills and strategies assessment -vocabulary and grammar tests <i>-Journeys Benchmark and Unit Tests</i></p>	<p>Informal Assessments: -bell work -class discussion -writing exercises -grammar exercises -vocabulary exercises <i>-Journeys Reader's Notebook</i></p> <p>Formal Assessments: -written essay -reading comprehension skills and strategies assessment -vocabulary and grammar tests <i>-Journeys Benchmark and Unit Tests</i></p>	<p>Informal Assessments: -bell work -class discussion -writing exercises -grammar exercises -vocabulary exercises <i>-Journeys Reader's Notebook</i></p> <p>Formal Assessments: -written essay -reading comprehension skills and strategies assessment -vocabulary and grammar tests <i>-Journeys Benchmark and Unit Tests</i></p>	<p>Informal Assessments: -bell work -class discussion -writing exercises -grammar exercises -vocabulary exercises <i>-Journeys Reader's Notebook</i></p> <p>Formal Assessments: -written essay -reading comprehension skills and strategies assessment -vocabulary and grammar tests <i>-Journeys Benchmark and Unit Tests</i></p>
<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Information Literacy Research personal scientific questions using the Internet. Science Composing scientific questions.</p>	<p>Social Studies -Research different American dialects. Present to the class.</p>	<p>Social Studies / American Government -Illustrate how a democratic republic like the US holds elections. -Project: gather information on two current candidates for president. Present information to the class, then have class vote.</p>	<p>Physical Education & Health Project: Present information about what a vitamin, mineral, protein, carbohydrate, or fat is and how it helps the body function.</p>	<p>Social Studies/ Health Project: Choose a special athlete; write a report about him/her. OR Report on a famous person who was disabled in some way but was successful.</p>
<p>Honors Course Differentiation(s):</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>



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Curriculum Map- Scope and Sequence:
Reading and Writing - Grade 5

<p>Integrated Common Core or NGSSS Standards (List): *See Below for Links</p>	<p>RI.5.5 RI.5.6 RI5.10 RF.5.4a</p>	<p>RI.5.2 RI.5.3 RI.5.9 RI.5.7 RI.5. 10 RI.5.2 RI5.4a RI.5.5</p>	<p>RI.5.1 RI.5.2 RI.5.3 RI 5.5 RI 5.4 SI.5.10</p>	<p>R.5.10 RI.5.1 RI.5.2 RI.5.3 RI5.4</p>	<p>RI.5.1 RI.5.2 RI.5.3 RI 5.5 RI 5.4 SI.5.10</p>
<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>W.5.3.a W.5.10</p>	<p>L.5.3b</p>	<p>W.5.1a W.5.1b W.5.1d W.5.9a</p>	<p>W.5.2e W. 5.9b SI.5.1a SL.5.1c</p>	<p>W.5.1a W.5.1b W.5.1d W.5.9a</p>
<p>Links to CCSS/NGSSS Curriculum Standards:</p>	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> • The Common Core State Standard expectations in grade 5, • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards 				
<p>Purpose of Planning</p>	<p>Unit Six Q2/W1-2</p>	<p>Unit Seven Q2/W3-4</p>	<p>Unit Eight Q2/W5-6</p>	<p>Unit Nine Q2/W7-8</p>	<p>Unit Ten Q2/W9</p>
<p>Unit Topic and Overview:</p>	<p>Wild Animals</p> <p>Essential Question: Why is it important to research and protect endangered animals?</p> <p>-cause and effect -Genre: Informational Text -predictive writing -set purpose -vocabulary -grammar</p>	<p>Responsibility</p> <p>Essential Question: How can dangerous situations bring people closer together?</p> <p>-understanding characters -Genre: Historical Fiction -author’s word choice -dialect -vocabulary -grammar</p>	<p>Conservation</p> <p>Essential Question: What reasons do people have for protecting the environment?</p> <p>-author’s purpose Genre: Informational Text -explain scientific ideas -cause and effect -homophones -vocabulary -grammar</p>	<p>Courage</p> <p>Essential Question: How can an act of courage reveal a person’s true nature?</p> <p>-making inferences -Genre: Historical Fiction drawing conclusions -sequence of events -metaphors -vocabulary -grammar</p>	<p>Human-Animal Interactions</p> <p>Essential Question: What can a scientist learn by observing the behaviors of a particular animal?</p> <p>-analyze theme -story structure -characterization -Genre: Adventure Stories -vocabulary -grammar</p>



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**Curriculum Map- Scope and Sequence:
Reading and Writing - Grade 5**

<p>Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?</p>	<p>Students should have background knowledge of: - animals and their habitats. -the concept of cause and effect -the difference between fiction and nonfiction -identification of the main idea and details supporting it</p>	<p>Students should have background knowledge of: -human relationships -families and friendships -caring for pets -differences between life today and the early 20th century. -differences in the way people speak, depending on their home</p>	<p>Students should have background knowledge of: -the importance of keeping the environment clean -what animals need to stay alive -what nonfiction is</p>	<p>Students should have background knowledge of: -life experience facing danger -the lifestyles of surfers and fishermen -someone they admire for their courage</p>	<p>Students should have background knowledge of: -the difference between wild and domestic animals -what a predator is -identification of the main idea and details of a text -what kinds of scientists study animals</p>
<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p>Students demonstrate knowledge by: -identifying cause and effect relationships in informational text. -asking questions during reading to clarify cause and effect relationships -explaining relationships between individuals, events, ideas, and concepts within a text.</p>	<p>Students demonstrate knowledge by: -analyzing viewpoint -writing informative essay about an animal -comparing dialects in different stories</p>	<p>Students demonstrate knowledge by: -describing the habitats found in the Everglades -explaining the connections between humans, plants, animals and natural resources -discussing ways to help the environment -writing an informational letter to plan a field trip to the Everglades</p>	<p>Students demonstrate knowledge by: -analyzing a text's conclusions and generalizations -inferring information from what is presenting -predicting outcomes based on details given in a story -discussing the nature of courage -writing a paragraph explaining how a character's point of view shapes the story and affects how the reader sees events and other character -using quotes and evidence from a text to support ideas.</p>	<p>Students demonstrate knowledge by: -identifying informational texts -discussing text evidence for an author's feelings, facts about animals and qualities that scientists need. -defining domain-specific vocabulary -writing an opinion about the main ideas of a text -using quotations to cite evidence for an opinion.</p>



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Curriculum Map- Scope and Sequence:
Reading and Writing - Grade 5

<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Text: <i>Journeys</i> Grade 5 textbook selections: "Quest for the Tree Kangaroo" "Why Koala Has No Tail" Nonfiction book from the media center.</p>	<p>Anchor Text: <i>Journeys</i> Grade 5 textbook selections: "Old Yeller" "What Makes it Good?" Historical Fiction book from the media center.</p>	<p>Anchor Text: <i>Journeys</i> Grade 5 textbook selections: "Everglades Forever" "National Parks of the West"</p>	<p>Anchor Text: <i>Journeys</i> Grade 5 textbook selections: "Storm Warriors" "Pea Island's Forgotten Heroes" Adventure fiction book from the media center.</p>	<p>Anchor Text: <i>Journeys</i> Grade 5 textbook selections: "Cougars" "Purr-fection" poems</p>
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>Nonfiction texts from ReadWorks http://ReadWorks.org Discovery Education videos on wild animals. http://www.discoveryeducation.com/</p>	<p>Video of Old Yeller movie https://www.youtube.com/</p>	<p>National Parks Service http://www.nps.gov/index.htm</p>	<p>National Weather Service http://www.weather.gov/owlie/ -games -videos -preparation for extreme weather -articles</p>	<p>Discovery Education Board about Cougars https://app.discoveryeducation.com/builders/boards?assetGuid=3D0DF560-AF78-5918-7267-82FFD715D019&includeHeader=true&layout=default</p>
<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<p>-Group reading -Individual reading -Informative writing -Internet -Projector</p>	<p>-Group reading -Individual reading -Informative writing -Internet -Projector</p>	<p>-Group reading -Individual reading -Informative writing -Internet -Projector</p>	<p>-Group reading -Individual reading -Informative writing -Internet -Projector</p>	<p>-Group reading -Individual reading -Informative writing -Internet -Projector</p>



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Curriculum Map- Scope and Sequence:
Reading and Writing - Grade 5

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<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Science Project: Report information about an animal researcher to the class.</p>	<p>Current Events Project: Report information about a natural disaster that occurred somewhere in the world in the past.</p>	<p>Geography & Ecology Project: Research and Present information about a chosen national park</p>	<p>History Project: Research and report on a person or group of people who demonstrated courage during their life or lives.</p>	<p>Technology & Science Project: Creation of Discovery Education Board about cougars.</p>
<p>Honors Course Differentiation(s):</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>



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Curriculum Map- Scope and Sequence:
Reading and Writing - Grade 5

<p>Integrated Common Core or NGSSS Standards (List): *See Below for Links</p>	<p>RI.5.3 RI.5.10 L.5.6 RF.5.4A RI.5.2 RI.5.8 RI.5.9 SL.5.4 SL.5.6 L.5.6</p>	<p>L.5.6 RL.5.3 RL.5.10 RL.5.1 RI.5.2 SL.5.1a SL.5.1c</p>	<p>RI.5.3 RI.5.8 RI.5.10 RI.5.4 RI.5.8 RI.5.10 RF.5.4a SL.5.1a SL.5.1c</p>	<p>RL.5.6 RL.5.10 RL.5.1 RL.5.6 RF.5.4a SL.5.1a SL.5.1c</p>	<p>RI.5.2 RI.5.4 RI.5.10 RI.5.2 RI.5.4 SL.5.1a L.5.4c L.5.6 RI.5.5 RI.5.9</p>
<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>W.5.7 W.5.8</p>	<p>W.5.9a W.5.10</p>	<p>W.5.9b W.5.2d W.5.10</p>	<p>W.5.9a W.5.10</p>	<p>W.5.9b W.5.10</p>
<p>Links to CCSS/NGSSS Curriculum Standards:</p>	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> • The Common Core State Standard expectations in grade 5 • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards 				



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Curriculum Map- Scope and Sequence:
Reading and Writing - Grade 5

Purpose of Planning	Unit Eleven Q3, Weeks 1-2	Unit Twelve Q3, W3-4	Unit Thirteen Q3, W5-6	Unit Fourteen Q3, W7-8	Unit Fifteen Q3, W9
<p>Unit Topic and Overview:</p>	<p>U3: Early American Government</p> <p>Essential Question: What can individuals do to help shape a new government?</p> <ul style="list-style-type: none"> -cause and effect -Genre: Historical Fiction -Analyzing Text -Primary Sources -Visual Elements of a story 	<p>U3: Independence</p> <p>Essential Question: How can people's differences of opinion lead to a revolution?</p> <ul style="list-style-type: none"> -fact and opinion -similies -tone -Genre: Narrative Nonfiction 	<p>U3: Life on the Battlefield</p> <p>Essential Question: How do individual acts of bravery shape history?</p> <ul style="list-style-type: none"> -conclusions and generalizations -Genre: Narrative nonfiction -domain-specific vocabulary -sequence of events in text structure 	<p>U3: African American History</p> <p>Essential Question: What events or feelings would lead someone to fight for freedom?</p> <ul style="list-style-type: none"> -Genre: Biography -Analyze text for sequence of events -Analyze text for main idea and details. -Writing from personal experience 	<p>U3: Patriotism</p> <p>Essential Question: How are patriotism and courage related?</p> <ul style="list-style-type: none"> -Comparing and contrasting ideals and people. -Venn Diagrams -Genre: Biography -Text Structure: sequence of events and chronological order -Graphic features and formatting that support a text
<p>Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?</p>	<p>Students should have background knowledge of:</p> <ul style="list-style-type: none"> -13 American colonies -the journey to America -the definition of government -reasons people left England for America 	<p>Students should have background knowledge of:</p> <ul style="list-style-type: none"> -what it means to rebel -life in early America -how revolutions affect history -why people revolt 	<p>Students should have background knowledge of:</p> <ul style="list-style-type: none"> -the nature of war -human costs of war -weapons of war 	<p>Students should have background knowledge of:</p> <ul style="list-style-type: none"> -facts about the American Revolutionary War -slavery in the American colonies -the slave trade 	<p>Students should have background knowledge of:</p> <ul style="list-style-type: none"> -the definition of patriotism -symbols of patriotism -defending your country



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Reading and Writing - Grade 5

<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p>Students demonstrate knowledge by:</p> <ul style="list-style-type: none"> -analyzing text for cause and effect -determining how illustrations accompanying a text support the text -defining a primary source 	<p>Students demonstrate knowledge by:</p> <ul style="list-style-type: none"> -analyzing text for fact and opinion -identifying and writing similies -identifying elements of a text that affect the tone 	<p>Students demonstrate knowledge by:</p> <ul style="list-style-type: none"> -analyzing text for conclusions and generalizations -discussing women’s roles in war -discussing how the acts of individuals in war change history -writing about Molly Pitcher’s actions, how they showed her bravery and how they shaped history. Use quotations to support your statements. 	<p>Students demonstrate knowledge by:</p> <ul style="list-style-type: none"> -discussing a historical narrative about a free black boy who became a sailor and a famous abolitionist. -summarizing a boy’s wartime experiences from information in a story. -writing a paragraph explaining how a boy came to serve his country during the Revolutionary War supporting ideas with evidence from the text. 	<p>Students demonstrate knowledge by:</p> <ul style="list-style-type: none"> -discussing the difficult decision faced by the main character in a story. -discussing how a main character’s actions tell something about her. -writing a speech to advocate for more emphasis on young people in history. -writing a paragraph comparing and contrasting two main characters who played important roles in the Revolutionary War. Provide text evidence and quotations to support ideas.
<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students’ knowledge builds across units.</p>	<p>Anchor Text: <i>Journeys</i> Grade 5 textbook selections: “Dangerous Crossing” “Revolution and Rights”</p> <p>Supplemental Text: A book about the founding of America or colonization.</p>	<p>Anchor Text: <i>Journeys</i> Grade 5 textbook selections: “Can’t You Make Them Behave, King George?” “Tea Time”</p> <p>Supplemental Text: A book about reasons for the American Revolution.</p>	<p>Anchor Text: <i>Journeys</i> Grade 5 textbook selections: “Molly Pitcher” “A Spy for Freedom”</p> <p>Supplemental Text: A biography of a person who made a difference to the American Revolution.</p>	<p>Anchor Text: <i>Journeys</i> Grade 5 textbook selections: “James Forten,” a selection from <i>Now is Your Time</i></p> <p>Supplemental Text: An African-American biography about someone who was influential in the fight for freedom.</p>	<p>Anchor Text: <i>Journeys</i> Grade 5 textbook selections: “We Were There, Too” “Patriotic Poetry”</p> <p>Supplemental Text: Group reading of children’s accounts during a period of great change in America.</p>



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Curriculum Map- Scope and Sequence:
Reading and Writing - Grade 5

<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>Discovery Education video: <i>America at its Best: The American Government</i> https://app.discoveryeducation.com/learn/videos/919e04bf-4141-45bb-92e4-a7294b049f96</p>	<p>Discovery Education video: <i>The Beanbody Histories: The American Revolution Part I</i> https://app.discoveryeducation.com/learn/videos/ebb23e56-0286-46aa-b81d-4f90c7e4cb22</p>	<p><i>The Winter of Red Snow</i> video on Valley Forge https://www.amazon.com/gp/product/B00H8YU0BA/ref=dp_dp_ep6</p> <p>Discovery Education video: <i>The Beanbody Histories: Part 2 The War Begins</i> https://app.discoveryeducation.com/learn/videos/1c63ef38-2a41-45c6-b0bf-0e7b6731e8d7</p> <p><i>Part 3: Battles and Strategies</i> https://app.discoveryeducation.com/learn/videos/45002e21-ca33-43b7-bccd-9cb248f5b09d</p>	<p>Discovery Education video: <i>America's Journey Through Slavery: The Abolitionist Movement in America</i> https://app.discoveryeducation.com/learn/videos/7CFF1CB8-1EBF-4F42-83A3-2FF9EE35BB8C</p>	<p>Frederick Douglass for Kids(Cartoon Biography) Educational https://app.discoveryeducation.com/learn/videos/7CFF1CB8-1EBF-4F42-83A3-2FF9EE35BB8C</p>
<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<p>-Group reading -Individual reading -Informative writing -Internet -Projector</p>	<p>-Group reading -Individual reading -Informative writing -Internet -Projector</p>	<p>-Group reading -Individual reading -Informative writing -Internet -Projector</p>	<p>-Group reading -Individual reading -Informative writing -Internet -Projector</p>	<p>-Group reading -Individual reading -Informative writing -Internet -Projector -class discussion about James Forten and Molly Pitcher. Compare and contrast the lives of these 2 people.</p>



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Reading and Writing - Grade 5

<p>Assessments: *Types and Measurements of Mastery</p>	<p>Informal Assessments: -bell work -class discussion -writing exercises -grammar exercises -vocabulary exercises -<i>Journeys Reader's Notebook</i></p> <p>Formal Assessments: -written essay -reading comprehension skills and strategies assessment -vocabulary and grammar tests -<i>Jouneys Benchmark and Unit Tests</i></p> <p>-80% of student will score at 80% or higher</p>	<p>Informal Assessments: -bell work -class discussion -writing exercises -grammar exercises -vocabulary exercises -<i>Journeys Reader's Notebook</i></p> <p>Formal Assessments: -written essay -reading comprehension skills and strategies assessment -vocabulary and grammar tests -<i>Jouneys Benchmark and Unit Tests</i></p> <p>-80% of student will score at 80% or higher</p>	<p>Informal Assessments: -bell work -class discussion -writing exercises -grammar exercises -vocabulary exercises -<i>Journeys Reader's Notebook</i></p> <p>Formal Assessments: -written essay -reading comprehension skills and strategies assessment -vocabulary and grammar tests -<i>Jouneys Benchmark and Unit Tests</i></p> <p>-80% of student will score at 80% or higher</p>	<p>Informal Assessments: -bell work -class discussion -writing exercises -grammar exercises -vocabulary exercises -<i>Journeys Reader's Notebook</i></p> <p>Formal Assessments: -written essay -reading comprehension skills and strategies assessment -vocabulary and grammar tests -<i>Jouneys Benchmark and Unit Tests</i></p> <p>-80% of student will score at 80% or higher</p>	<p>Informal Assessments: -bell work -class discussion -writing exercises -grammar exercises -vocabulary exercises -<i>Journeys Reader's Notebook</i></p> <p>Formal Assessments: -written essay -reading comprehension skills and strategies assessment -vocabulary and grammar tests -<i>Jouneys Benchmark and Unit Tests</i></p> <p>-80% of student will score at 80% or higher</p>
<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Social Studies Written response to the video on American government from Discovery Education (see above).</p>	<p>Social Studies Write a letter advising King George on how to calm the colonists</p>	<p>Social Studies Write about the spies or spycraft that was used during the Revolutionary War by General Washington. http://www.mountvernon.org/george-washington/the-revolutionary-war/spying-and-espionage/american-spies-of-the-revolution/</p>	<p>Social Studies Response to the Discovery Education video: "How would you feel about being a slave?" Support your ideas with support from the video.</p>	<p>Social Studies Discuss the video on abolitionists https://app.discoveryeducation.com/learn/videos/7CFF1CB8-1EBF-4F42-83A3-2FF9EE35BB8C</p>
<p>Honors Course Differentiation(s):</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>



Saddlebrook Preparatory School

Curriculum Map- Scope and Sequence:
Reading and Writing - Grade 5

<p>Integrated Common Core or NGSSS Standards (List): *See Below for Links</p>	<p>RI.5.3 RI.5.10 L.5.6 RF.5.4A RI.5.2 RI.5.8 RI.5.9 SL.5.4 SL.5.6 L.5.6</p>	<p>RI.5.3 RI.5.10 L.5.6 RF.5.4A RI.5.2 RI.5.8 RI.5.9 SL.5.4 SL.5.6 L.5.6</p>	<p>RI.5.3 RI.5.10 L.5.6 RF.5.4A RI.5.2 RI.5.8 RI.5.9 SL.5.4 SL.5.6 L.5.6</p>	<p>RI.5.3 RI.5.10 L.5.6 RF.5.4A RI.5.2 RI.5.8 RI.5.9 SL.5.4 SL.5.6 L.5.6</p>	<p>RI.5.3 RI.5.10 L.5.6 RF.5.4A RI.5.2 RI.5.8 RI.5.9 SL.5.4 SL.5.6 L.5.6</p>
<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>W.5.7 W.5.8</p>	<p>W.5.9a W.5.10</p>	<p>W.5.9b W.5.2d W.5.10</p>	<p>W.5.9a W.5.10</p>	<p>W.5.9b W.5.10</p>
<p>Links to CCSS/NGSSS Curriculum Standards:</p>	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> • The Common Core State Standard expectations in grade 5 • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards 				



Purpose of Planning	Unit Sixteen Q4, W1-2	Unit Seventeen Q4, W3-4	Unit Eighteen Q4, W5-6	Unit Nineteen Q4, W7-8	Unit Twenty Q4, W9
Unit Topic and Overview:	<p>Visual Arts</p> <p>Essential Question: In what ways can illustrations enhance a reader's experience ?</p> <p>-Genre: Realistic Fiction -Author's Purpose -Analyze the text- Voice -Visual Elements -Timeline</p>	<p>Creative Inventions</p> <p>Essential Question: What role does imagination play in the invention process?</p> <p>-Genre: Science Fiction -Story structure -Literary Devices (onomatopoeia) -Point of View</p>	<p>Community Involvement</p> <p>Essential Question: Why is it important to be aware of your community's needs?</p> <p>-Genre: Realistic Text and Persuasive! -Characterization -Analyze the text-characterization; summarizing -Dialogue -Author's Purpose</p>	<p>Human- Animal Interaction</p> <p>Essential Question: What can a person learn by building a relationship with an animal?</p> <p>Genre –Adventure Stories Story structure conflict Characterization Theme</p>	<p>Extreme Environments</p> <p>Essential Question: What does it mean to have good instincts?</p> <p>Genre- Historical Fiction Sequence of events Technical Text Making Inferences Drawing conclusions</p>
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	<p>Students should have background knowledge of Money as an allowance Superheroes Comic books</p>	<p>Students should have background knowledge of:</p> <p>-inventions - the structure of a story -setting ad characters</p>	<p>Students should have background knowledge of:</p> <p>-Living in a community -Home, school or neighborhood -being able to persuade or be persuaded</p>	<p>Students should have background knowledge of Animals Adventures What is a conflict?</p>	<p>Students should have background knowledge of Early America Being able to order events Making Inferences</p>
Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?	<p>Students demonstrate knowledge by:</p> <p>-giving a detailed description of the main character's personality. -writing a paragraph about a character's qualities -writing a paragraph predicting how a story will end, using quotations and details from the story.</p>	<p>Students demonstrate knowledge by:</p> <p>-describing how a character changes in the story -writing a descriptive paragraph choosing a logical order -writing a paragraph giving an opinion about the resolution of a story using specific details.</p>	<p>Students demonstrate knowledge by:</p> <p>-discussing what a character thinks is needed for people to reach their potential? -discussing what a character learns about himself from his experience. -discussing whether a story is realistic -writing a response to the text stating if you feel the council made a fair decision.</p>	<p>Students demonstrate knowledge by:</p> <p>-Describing how the writer makes the incident with the snake exciting and suspenseful How do Alec and the horse bond? What do you think is the first step in building an animals trust ? What words and phrases help you "see' the horse?</p>	<p>Students demonstrate knowledge by:</p> <p>-Putting events into correct order -Infer possible actions -Describing how the characters felt when the Comancheros are threatening them -Writing a paragraph describing their fears -Completing a story map as a memory aid for the events of the story.</p>



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<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Text: <i>Journeys</i> Grade 5 textbook selections: "Lunch Money " "Zap Pow"</p>	<p>Anchor Text: <i>Journeys</i> Grade 5 textbook selections: "The Best Shorts" Supplemental Text: "From Dreams to Reality" from the textbook</p>	<p>Anchor Text: <i>Journeys</i> Grade 5 textbook selections: "Darnell Rock Reporting" "Volunteer!"</p>	<p>Anchor Text: <i>Journeys</i> Grade 5 textbook selections: "The Black Stallion" "Horse Power"</p>	<p>Anchor Text: <i>Journeys</i> Grade 5 textbook selections: "Tucket's Travels" "Wild Weather"</p>
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>http://comics.azcentral.com/sli/deshow?comic=Dennis_The_Menace&feature_id=Dennis_The_Menace Examine the comic strip of <i>Dennis the Menace</i> to show the students how to create a comic strip.</p>	<p>https://www.youtube.com/watch?v=VhbCqZbuwiY Video of famous inventors and the inventions they created.</p>	<p>https://www.facebook.com/littlehandskidsforacause?fref=nf Shows children fighting for a cause as Darnell did in the story.</p>	<p>https://www.youtube.com/watch?v=-Rr0ucwcEyE Seeing how wild horses react to losing their freedom.</p>	<p>http://www.jrank.org/encyclopedia/pages/cm7kxkdl09/Pioneer-life-in-America.html Early life as a pioneer charting new territory, facing danger and uncertainty.</p>
<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<p>-Group reading -Individual reading -Informative writing -Internet -Projector -Laptops: Developing a comic strip using the computer -Class Discussion</p>	<p>-Group reading -Individual reading -Informative writing -Internet -Projector -Computers -individual research for information about a famous inventory and report to the class.</p>	<p>-Group reading -Individual reading -Informative writing -Internet -Projector -Laptops: finding a charity they might support in the future -Class Discussion</p>	<p>-Group reading -Individual reading -Informative writing -Internet -Projector -Laptops -Class Discussion -Write a story about a pet you have had and the good relationship you built with this animal.</p>	<p>-Group reading -Individual reading -Informative writing -Internet -Projector -Laptops -Class Discussion -Writing -Completing a story map</p>



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<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Writing & Art Developing a timeline</p>	<p>Science http://watchknowlearn.org/Video.aspx?VideoID=31294&CategoryID=1578 A video of a space ship created at an uncertain time in history</p>	<p>Science https://www.youtube.com/watch?v=bY2NLqIS9j8</p>	<p>Science http://www.wildlovepreserve.org/ Wild horses in action</p>	<p>Social Studies https://www.youtube.com/watch?v=reHw-ZuUmGU Life as an early American pioneer and the dangers faced</p>
<p>Honors Course Differentiation(s):</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>



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