

## 2017-28 5th & 6th Grade Curriculum Map

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Note: This document is in progress and it will be updated as the year unfolds

	August	September	October	November	December	January	February	March	April	May
<b>Reading</b>	<p><b>Set up reader's workshop</b></p> <ul style="list-style-type: none"> <li>• DEAR: 30 minute silent sustained reading of self-selected books to build fluency, comprehension &amp; accuracy</li> <li>• 40 book challenge</li> <li>• Identifying genre characteristics through class discussions and interpretations of individual books</li> </ul> <p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Notice and Note</li> <li>• CAFE model</li> </ul>	<p><b>Class Novel:</b> <u>Fish in a Tree</u></p> <p><b>Examining elements of Fiction:</b> Using literary elements to understand and analyze plot, setting, character, theme, conflict &amp; author's style</p> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Non-Fiction features and comprehension strategies</li> <li>• Reading and researching for information in science, social studies and Spanish</li> <li>• Building vocabulary using word recognition skills, context clues and spelling</li> </ul>	<p><b>Read aloud:</b> Finish <u>Fish in a Tree</u></p> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Non-Fiction features and comprehension strategies</li> <li>• Reading and researching for information</li> <li>• Non-Fiction features and comprehension strategies</li> </ul>	<p><b>Read aloud:</b> TBD</p> <p>Short stories &amp; Socratic Seminar discussion Literary analysis: plot, theme, character, setting - interaction</p> <p><u>All Summer in a Day</u> "Space Oddity"</p> <p>"Windows and Mirrors" to analyze character</p>	<p><b>Book groups &amp; literary responses</b></p> <p>Book discussion groups across homerooms</p> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Non-Fiction features and comprehension strategies</li> <li>• Reading and researching for information</li> <li>• Non-Fiction features and comprehension strategies</li> </ul>	<p>Read aloud: TBD</p> <p><a href="#">Choice(mystery,poetry) 6th grade? support class?</a></p> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Non-Fiction features and comprehension strategies</li> <li>• Reading and researching for information</li> <li>• Non-Fiction features and comprehension strategies</li> </ul>				
<b>Essential Questions</b>	<p>How do we establish practices that help us become readers who establish meaning across different kinds of text?</p> <p>How does reading add meaning to our lives?</p>	<p>How do we locate and cite evidence to improve our comprehension?</p> <p>How do readers construct meaning? (Note and Note Strategies?)</p> <p>How do readers adapt when text becomes more complex? (Interrupting Thinking Model BHH reading - Book; Head; Heart)</p> <p>What can a reader do to understand new or unknown words?</p>	<p>What is my position, and how do I support it with evidence?</p>	<p>How do we use textual evidence to support our ideas about character, theme and setting?</p>						
<b>Assessments</b>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>•Tracking reading progress through tables, graphs and charts to work toward the <b>40 book challenge</b></li> <li>•Reading conferences</li> </ul>	<p><b>Summative:</b> Presentation of Grab Bag rubric assessment</p> <p><b>Formative:</b> Individual Student and teacher reading reflection for conferences</p> <p>iReady 5th graders (all students 5th/6th)</p>	<p><b>Summative:</b> Formal oral presentations with rubric for science and social studies</p>	<p><b>Formative:</b> Socratic Seminar self-reflection</p> <p><b>Summative:</b> Literary analysis of short story</p> <p>iReady - whole class (all students 5th/6th)</p>						
<b>Writing</b>	<p><b>Set up Writer's Workshop</b></p> <ul style="list-style-type: none"> <li>• Building stamina</li> <li>• Using mentor text to learn author's craft</li> <li>• Writing for a variety of purposes</li> </ul>	<p><b>Writer's Process:</b> plan/organization, write a rough draft, revise, edit and publish.</p> <p>Grammar and Mechanics in context</p> <p><b>Genres:</b> Expository, Reflection, Summary, Craft: <i>Using author's' craft to write leads, summaries, and conclusions.</i></p>	<p>Craft: Narrative; informational research; Research techniques</p> <p>Genres: Persuasive piece about local issue</p> <p>Resources: graphic organizers</p>	<p>Continue research</p> <p>Genres: Informational, narrative, research techniques (Scientific Revolution Project)</p> <p>Craft:</p>	<p>Genres: Poetry</p> <p>Craft: Writing with imagery</p> <p>Writing assessment</p> <p>Grammar study</p> <p>Mechanics &amp; conventions study</p>	<p>Poetry</p> <p>Ted Talk</p> <p>Genres: Craft:</p> <p>Non-fiction information or persuasive writing for</p>	<p>Genres: Non-fiction information or persuasive writing for science (to be presented to panel in science how we are connected others and other systems)</p>	<p>PARCC Testing</p> <p>Literary Analysis</p> <p>Genres: Non fiction information and persuasive writing for social studies for</p>	<p>Genres: Mystery/short stories</p> <p>Non-fiction information or persuasive writing for science (to be presented to panel in science how we are connected others and other systems))</p>	

	<p><b>Genres:</b></p> <ul style="list-style-type: none"> <li>• Informational writing</li> <li>• Using interview notes</li> </ul> <p><b>Craft:</b></p> <ul style="list-style-type: none"> <li>• Inviting leads</li> <li>• informative middles</li> <li>• compelling endings</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cornell notes</i></li> <li>• <i>Understanding how to write a paragraph including using topic sentences, supporting details, transitions &amp; conclusions</i></li> <li>• <i>Writing to reflect upon books and art work</i></li> <li>• <i>Writing poetry that uses stanzas, line breaks, repetition, and author's craft to communicate thinking, mood and emotions</i></li> <li>• <i>Maintaining verb-tense agreement and point-of-view in a piece of writing</i></li> <li>• <i>Writing for a variety of purposes</i></li> </ul> <p>Outdoor Ed Memoir Vignette</p> <p>Artist Statement: <i>Dancing the Spheres</i></p> <p>Traveling Notebook Project: <i>My Hometown Writing</i>  Traveling Notebook Project: <i>Local Issue Investigation</i>  Traveling Notebook Project: <i>My name</i>  Gratitude poem based on Mohawk prayer</p>		Handy pages	Notecards for oral presentation Slide show Gift of writing	Writing about reading - Literary Analysis  Daily Quick Writes  Non-fiction information and persuasive writing for Explorer's Notebook Project	science (to be presented to panel in science how we are connected to others and other systems)		Succeeding in the New World Portfolio	Craft: Narrative; informational research; Research techniques
<b>Essential Questions</b>	<p>How do writers gather and organize relevant information?</p> <p>How do we use different types of writing to communicate ideas?</p> <p>How can we make our writing more interesting?</p>	<p>How do we use all of the steps of the writing and reading processes to produce an essay, narrative or presentation? Why is the correct usage of the rules of grammar important?</p> <p>How does incorrect punctuation interfere with written communication?</p> <p>Why does spelling matter?</p> <p>How do we support our opinion with text-based evidence?</p>		<p>How do writers gather and organize relevant information?</p> <p>What makes a story great, and how can I tell one of my own?</p> <p>How do we analyze literary and informational text structure to improve my comprehension and writing?</p>	<p>How can we make our writing more interesting?</p> <p>How do we express ourselves?</p> <p>How does a writer express their thoughts and feelings through sentences?</p> <p>How do writers use words to convey their thoughts and meanings?</p> <p>How do we support my opinion with text-based evidence?</p> <p>What are the characteristics of poems?</p>	<p>How can speakers present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation?</p> <p>How can we include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information?</p> <p>How should public speakers present themselves while delivering a speech?</p>	How do writers gather and organize relevant information?	How do we analyze literary and informational text structure to improve my comprehension and writing?	How do we support my opinion with text-based evidence?	
<b>Assessments</b>		Published works: Newspaper Article, 100 Elk vignette, poetry		Published works: Traveling Notebook Project	Published works:	Published works: Literature analysis	Published works: TED Talk presentations	Published works:	Published works: Succeeding in the New World Portfolio (social studies)	Published works:
<b>Math</b>	COWs (Challenge of the Week-Mathematical Thinking) and group problems solving (Team Icosahedrons)	Grade 6: Factors and Multiples  Grade 5: Place value and decimal fractions	Grade 6: Ratios, Rational Numbers and Equivalence  Grade 5 (Lynn/Julie): Multi-digit whole number and decimal fraction operations	Grade 6: Ratios, Rational Numbers and Equivalence  Grade 5: (Lynn/Julie) Addition and subtraction of fractions	Grade 6: Understanding Fraction Operations  Grade 5: (Lynn/Julie) Multiplication of fractions and decimal fractions	Grade 6: Understanding Fraction Operations  Grade 5: (Lynn/Julie) Addition and multiplication with volume and area	Grade 6: Computing Decimals and Percents  Grade 5: Addition and multiplication with volume and area	Grade 6: Two and Three Dimensional Measurement  Grade 5: Addition and multiplication with volume and area	Grade 6: Statistics and Analysis  Grade 5: Problem solving with the coordinate plane	Grade 6: <b>Introducing Algebra</b>  Grade 5: (Annie) Review of Division - Long Division

	1:1 assessments and formative assessments	Grade 5: (Annie) Place value (EngageNY 4.1) and rounding C.O.W. Ice-cream	Grade 5 (Annie): Place Value, Compare and Order Decimals (Investigations Unit 6)	Grade 5: (Annie) Add and Subtract Decimals (Inv Unit 6) and Multi-digit multiplication (Inv Unit 1)	Grade 5: (Annie) Multi-Digit Multiplication/Division (Investigations Unit 1)	Grade 5: (Annie) Multi-Digit Division, Unit Fractions, Add, Subtract and Equivalent Fractions (Math Expressions Unit 1)	Grade 5: (Annie) fractions and operations: Add/Sub fractions Unlike Denom, Improper/Mixed Numbers, Estimate/Round Fractions	Grade 5: (Annie)	Grade 5: (Annie) Multiplication of Decimals	
<b>Essential Questions</b>		Grade 5: What patterns occur in our number system?  How do we solve problems with whole numbers and decimals?  Grade 6: What is the relationships among factors, multiples, divisors, and products. How does the the Distributive Property relates multiplication and addition.	Grade 5: How do we round decimals?  How do we compare decimals?  Grade 6: How can we use fractions, decimals, ratios and percents to measure and to compare quantities.	Grade 5 (Rachel) What strategies can we use to multiply multi-digit numbers? (Area Model, Partial Product)  Grade 6: Continuation of previous month	Grade 5: How do we how multiplying fractions in a visual model? How do we simplify fractions? How do we add and subtract fractions? How does multiplying fractions relate to real world problems?  Grade 5 (Rachel) What strategies can we use to divide multi-digit numbers? (Place Value Strategy, Big 7)  Grade 6: What are ways to model sums, differences, products, and quotients of fractions and mixed numbers, including the use of areas, fraction strips, and number lines?	Grade 6: How can we use my knowledge of fractions, equivalence of fractions, and properties of numbers to develop algorithms for adding, subtracting, multiplying, and dividing fractions?	Grade 6: How can we add, subtract, multiply, and divide decimals? How do we know when to use each operation in a situation involving decimals? How do we relate operations on decimals to problems involving unit rates? How do we use percents to solve problems?	Grade 6: What attributes of a shape are important to measure? What are we looking for when we find area? When we find perimeter? What relationships involving area, perimeter, or both, will help solve the problem? How can we determine the surface area of a prism from a net or a three-dimensional representation of the prism?	Grade 5: How do we graph ordered pairs?  Grade 6: What question is being investigated to collect these data? How might we organize the data? What statistical measures will help describe the distribution of data? What will these statistical measures tell us about the distribution of the data? How can we use graphs and statistics to report an answer to our original question?	Grade 6: What are the variables in the problem? Which variables depend on or change in relation to others? How can we use a table, graph, equation, or inequality to represent and analyze a relationship between variables?
<b>Assessments</b>	5th Grade Math Screeners 5th and 6th grade baseline assessments		5th Grade Baseline Assessment			5th Grade Math Screeners		CMAS		End of the Year BVSD District Assessment
<b>Science</b>	Earth Systems  Interactive Science Notebook introduction  What do scientists do?  Comparing Saving Sam to science outside of classroom	<b>Earth Systems</b>  Pond Study, Annotate Photo Wolves in Yellowstone Earth Systems Foldable Dance the Spheres (Boulder Ballet)	<b>Water Cycle and Watershed</b>  - Water Filter Lab - Water Quest Field Trip - What is a watershed - Short story - Follow a drop of water  -Fire Lab Claims, Evidence, Reasoning	<b>Climate Change</b>  Climate vs. Weather Postcards from G-ma Matching Graphs Glaciers Then and Now Carbon/Carbon Footprint Energy Sources	<b>Research Project</b>  Week 1 - Research Week 2 - Create presentations Week 3 - Present (TED talk format)	<b>Human Body</b>  Structures, Functions, and Needs				
<b>Essential Questions</b>	How do scientists understand the world around them?  How do scientists observe, collect and analyze information to reach a conclusion?	How has life shaped Earth -- and how has Earth shaped life?  How do Earth's geosphere, atmosphere, hydrosphere, and biosphere interact as a complex system?	How is water distributed and circulated on Earth?  How do organisms interact with each other and their environments that create a flow of energy and cycling of matter in an ecosystem?	How do our daily decisions impact the quality of life on Earth?  How do humans impact life on Earth?	How can we persuade an audience?  How can we present information scientifically?	What similarities and differences exist among the structures and systems of all organisms?  -What are the basic structures, functions, and needs of human body systems?				

	How can we think and record as a scientist?				How do changes in environmental conditions affect the survival of individual organisms, populations, and entire species?					
<b>Assessments</b>		Interactive Science Notebook	Lab Write up/Reflection		<i>Interactive Science Notebook</i>	<i>TED talk/presentation</i>	Lab Write up/Reflection			
<b>Social Studies</b>	Exploration - What does it mean to be an explorer/explore the past?  Bridging the ancient world to age of revolutions  Who are we as explorers?	Five Themes of Geography  Basic Mapping skills  The Renaissance - in Africa and the Middle East and the connection between the two	The Scientific Revolution  Key "players" in Europe: Galileo and Newton	Age of Exploration  "Revolutionary tools" of navigation  Key "players" of European exploration  Economic and social impact of exploration  Economics: Mini Society	Exploration of the Americas	Colonial America				
<b>Essential Questions</b>	What does it mean to be an explorer?  How is historical time measured and represented?	What are components of mapping?  How can maps be used?  Why is it important to examine history from numerous perspectives?	What is a revolution? What is revolutionary thinking? What factors might lead to a revolution in thinking, technology, belief systems, economics, artistic expression, written expression, and worldview?	Why explore?  Who benefits from exploration?  How do the perspectives of the explorer and those being explored differ?  What are the positive effects of revolutionary thinking?  What are negative effects of revolutionary thinking?  How do goods, services, resources, and money move through markets in a market-based economy?  How are realistic budgets created and maintained?  How does market failure occur?	What are justifications behind European exploration of the Americas and Africa?  What is the legacy of European exploration?	What motivated people to leave their homeland and settle in North America?  How were the early American colonies settled and how did they grow?  How did American colonization impact the rest of the world?  How does personal freedom among individuals and groups significantly affect us today?  What happens when cultures collide?  What rights and responsibilities did different groups of people have during the Colonial period?  What is the balance between rights and responsibilities?  Economics: Stock Market				
<b>Assessments</b>		Written Assessment	Hands-on Scientific Revolution Projects (Research and Informational writing)	Mini Society Market Days and Final Reflection  Hands-on Explorer's Notebook Presentations (Informational and persuasive)		Succeeding in the New World Portfolio (persuasive writing)  Final Written Assessment				
<b>Arts</b>	Self portrait collages	Self portrait collages	Dance the Spheres Boulder Ballet Residency  Zentangle landscapes: Earth spheres	Block printing: lines, texture, movement silhouettes Arts & Sciences classes		Renaissance Study of Portraiture and Perspectives Music: Marimba & Keyboard, Choir	Renaissance Study of Portraiture and Perspectives Music: Marimba & Keyboard & Choir	Renaissance Study of Portraiture and Perspectives Music: Marimba, Keyboard & Choir		
<b>Computer/Tech</b>	Google folders & organization Google Docs and other applications Typing Assessments	Digital Citizenship Common Sense Media Lessons Unit 1-1 Digital Live 101 Unit 2-1 My Media	Pen Pal exchange on Facts, Opinions, and Fake News Reliable websites/sources Local Issues Project (Research skills)	Presentation platforms for sharing information Communication and Collaboration (screencasting, infographics, presentations)	Hour of Code Kahn Academy and/or Scratch projects	Continue presentation platforms and research projects Unit 3-1 Trillion Dollar Footprint Cyberbullying in 21 Things for Students	Geographic Information Systems - Water World - looking at impacts of rising sea levels Critical Thinking Google Maps	Google Applications Creativity, Communication and Collaboration Zombie or Desert Island project	Excel formulas and graphs from data	Digital Storytelling or other multimedia project Possible Seesaw project
<b>Essential Questions</b>	How can we use computers/technology to work efficiently?	How can we be responsible digital, global citizens?	How can digital tools help us locate, organize, evaluate, and ethically use	How can technology help us collaborate and communicate efficiently?	How does creative thinking, problem solving apply to	How can we stay safe and protect our digital identities?	How can geographic information systems help	How can technology help us collaborate and communicate efficiently?	How do digital tools help us gather, evaluate and use information?	How can we use digital tools as a means of personal expression?

			information from a variety of sources?		coding/computer programming?  What is coding and what are its applications in our daily lives?		us explore complex systems and issues?  How do digital tools help us gather, evaluate and use information?			
<b>Movement</b>	Inter homeroom afternoon Begin physical education classes	All School Outdoor Activity  Outdoor Ed	Dance the Spheres			Circus Skills Aerials Dance  Winter Sports @Eldora	Circus Skills Aerials Dance	Circus Skills Aerials Dance		
<b>Social Emotional Learning</b>	Flower Welcoming Ceremony	Classroom agreements-Heart talk Introduction to Council <a href="#">Int'l Character Day</a> .	Self-awareness: <a href="#">Via Me, In Focus (Brain Research), Daring Greatly, Cultures of Thinking</a> .  Mindset	Self-awareness: <a href="#">Via Me, In Focus, Daring Greatly, Cultures of Thinking</a> .  Mindset	Self-management: In Focus Revisit: Time Management, Goal Setting Stress Management, Mindset	Social Awareness: Council, Passageworks, Rituals and Rites of Passage	Social Awareness: Council, Passageworks, Rituals and Rites of Passage	Relationship Skills: <a href="#">Peace Jam Bully Prevention Passageworks</a> "No Hogs, No Logs" Council	Responsible Decision Making	Rites of Passage: Transition Activity
<b>Field Experiences</b>		OE: Buena Vista, CO waste water plant Burke Pond and local sphere interactions Denver Art Museum				Burke Pond and local sphere interactions waste water plant Denver Art Museum				
<b>Student-directed focus</b>					Science Ted Talks			Learning Without Walls independent study	Learning Without Walls independent study	Learning Without Walls independent study  Science Ted Talks
<b>Service learning</b>	(Begin conversations about how service learning will be done within HR)  Monthly Community Table:- Bridge House	Invasive species removal & seed collection @ SOBO creek. Forest management at 100 Elk								