5th & 6th Grade Curriculum Map - Year B

Updated 5/28/19. 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
Reading (in ELA/ Homeroom as well as within content areas)	**Read Aloud:** Fish in a Tree **Set up reader's workshop** **Reading Comprehension** • Notice and Note • Bookmarks for all	**Examining elements of Fiction**: Using literary elements to understand and analyze plot, setting, character, theme, conflict & author's style **Class Novel:** Fish in a Tree **Reading Comprehension**: • Non-Fiction features and comprehension strategies (Nonfiction Signposts and Bookmarks) • Reading and researching for information in science, social studies and Spanish		**Read aloud**: Seedfolks **Reading Comprehension:** • Non-Fiction features and comprehension strategies • Bookmarks for all • Reading and researching for information • Non-Fiction features and comprehension strategies • Set reading SMART goals post conference Example:		**LC Unit 3 Argument & Advocacy** **Read aloud**: Seedfolks **Reading Comprehension:** • Non-Fiction features and comprehension strategies Bookmarks for all • Reading and researching for information (LC)		Book groups & literary responses (maybe historic fiction or fantasy -- April-May) Book discussion groups across homerooms (Resources depending upon needs - kids, time, etc) **Reading Comprehension:** • Non-Fiction features and comprehension strategies Bookmarks for all • Reading and researching for information •Reflect on reading goals at spring conferences		Book Groups (Resources depending upon needs - kids, time, etc)
Essential Questions	How do we establish practices that help us become readers who establish meaning across different kinds of text? How does reading add meaning to our lives?	How do we locate and cite evidence to improve our comprehension? How do readers construct meaning? (Note and Note Strategies?) How do readers adapt when text becomes more complex? (Disrupting Thinking Model BHH reading - Book; Head; Heart) What can a reader do to understand new or unknown words?		What is my position, and how do I support it with evidence?		How do we use textual evidence to support our ideas about character, theme and setting?				
Assessments	**Formative:** •Tracking reading progress through tables, graphs and charts (see Lynn or Peter for Donlyn Miller's books; Lynn has an electronic form) •Reading conferences	**Summative:** Presentation of Grab Bag rubric assessment **Formative:** Individual Student and teacher reading reflection for conferences iReady 5th graders (all students 5th/6th)		**Summative**: Formal oral presentations with rubric for science and social studies		**Formative:** Socratic Seminar self-reflection **Summative**: Literary analysis of short story iReady - whole class (all students 5th/6th)				
Writing	**Set up Writer's Workshop** • Building stamina • *Using mentor text to learn author's craft* •*Writing for a variety of purposes* **Newspaper Articles** Plan Interview and Article Checklist Newspaper Template	**Writer's Process:** plan/organization, write a rough draft, revise, edit and publish. Grammar and Mechanics in context **Genres:** Expository, Reflection, Summary, Craft: *Using author's' craft to write leads, summaries, and conclusions.* • *Cornell notes* •*Understanding how to write a paragraph including using topic sentences, supporting details, transitions & conclusions*		Craft: Narrative; informational research; Research techniques Genres: Persuasive piece about local issue Resources: graphic organizers Handy pages	Continue research Genres: Informational, narrative, research techniques (Scientific Revolution Project) Craft: Notecards for oral presentation Slide show Gift of writing	Genres: Poetry Craft: Writing with imagery Argumentative writing (may be science content related) Writing assessment Grammar study Mechanics & conventions study	Poetry Ted Talk Genres: Craft: Non-fiction information or persuasive writing for science (to be presented to panel in science how we are connected to others and other systems)	Genres: Non-fiction information or persuasive writing for science (to be presented to panel in science how we are connected to others and other systems)	CMAS Testing Genres: Non fiction information and persuasive writing for social studies for Succeeding in the New World Portfolio	Genres: This I Believe ending statement + Ted Talk OR Poetry Slam

	Genres: • Informational writing • *Using interview notes* **Craft:** • Inviting leads • informative middles • compelling endings	*•Writing to reflect upon books and art work* *•Writing poetry that uses stanzas, line breaks, repetition, and author's craft to communicate thinking, mood and emotions* *•Maintaining verb-tense agreement and point-of-view in a piece of writing* *•Writing for a variety of purposes* Outdoor Ed Memoir Poetry (puzzle pieces) *Push students to delve into Narrative Poetry* *Artist Statement: Warhol?* ***Traveling Notebook Project Folder:*** *Traveling Notebook Project: My Hometown Writing* *Traveling Notebook Project: Local Issue Investigation* *Traveling Notebook Project: My name*		*Gratitude poem based on Mohawk prayer?*	Daily Quick Writes Non-fiction information and persuasive writing for Explorer's Notebook Project	Multigenre research? (might lend itself well to LC work) Non-fiction information or persuasive writing for science (to be presented to panel in science how we are connected others and other systems)) Craft: Narrative; informational research; Research techniques			
Essential ?	How do writers gather and organize relevant information? How do we use different types of writing to communicate ideas? How can we make our writing more interesting?	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? How does incorrect punctuation interfere with written communication? Why does spelling matter? How do we support our opinion with text-based evidence?		How do writers gather and organize relevant information? What makes a story great, and how can I tell one of my own? How do we analyze literary and informational text structure to improve my comprehension and writing?		How can we make our writing more interesting? How do we express ourselves? How does a writer express their thoughts and feelings through sentences? How do writers use words to convey their thoughts and meanings? How do we support my opinion with text-based evidence? What are the characteristics of poems?	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? How can we include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information? How should public speakers present themselves while delivering a speech?	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?
Assessments		**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:**
Math	COWs (Challenge of the Week-Mathematical Thinking) and group problems solving Team Icosahedrons	Grade 6: Factors and Multiples	Grade 6: Ratios, Rational Numbers and Equivalence	Grade 6: Ratios, Rational Numbers and Equivalence	Grade 6: Understanding Fraction Operations Grade 5: Fraction Operations (Addition,	Grade 6: Understanding Fraction Operations Grade 5: Fraction Operations (Addition,	Grade 6: Computing Decimals and Percents Grade 5: Decimal Operations (Addition,	Grade 6:Two and Three Dimensional Measurement	Grade 6: Statistics and Analysis Statistics Project	Grade 6: Introducing Algebra

	1:1 assessments and formative assessments	Grade 5: Multiplication and Division of Whole Numbers	Grade 5: Multiplication and Division of Whole Numbers	Grade 5: Fraction Operations (Addition, Subtraction, Multiplication, Division)	Subtraction, Multiplication, Division)	Subtraction, Multiplication, Division)	Subtraction, Multiplication, Division)	Grade 5: Decimal Operations (Addition, Subtraction, Multiplication, Division)	Grade 5: Measurement, Graphs, Data	Grade 5: 2-D figures and Coordinate Grid
Essential Questions		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 weuse 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?
Assessments	5th Grade Math Screeners 5th and 6th grade baseline assessments		5th Grade Baseline Assessment			5th Grade Math Screeners		PARCC		End of the Year District Assessment
Science	Earth Systems Interactive Science Notebook introduction + rubric ISN Power Point What do scientists do? Saving Sam - begin of year activity Saving Sam (and worksheet)	**Earth Systems** - Calendar Interactive Notebook Pond Study, Annotate Photo (carleton.edu) Wolves in Yellowstone - video Cause/Effect Map Answer Key Earth Systems Foldable Dance the Spheres (Boulder Ballet) Create a song based on changes of earth's surface Science Poems		**Water Cycle and Watershed** - Water Filter Lab - Water Quest Field Trip - What is a watershed - Short story - Follow a drop of water Stations Graphic organizer Claims, Evidence, Reasoning Power point		**Climate Change** - Calendar Note catcher Climate vs. Weather Q's + Video Calendar with links for below Postcards from G-ma Matching Graphs Glaciers Then and Now Carbon/Carbon Footprint Energy Sources Excellent Resource - curriculum "Connections and Solutions"	**Research Project** Week 1 - Research Week 2 - Create presentations Week 3 - Present (TED talk format) *Research Project* Instructions Choose a topic Create a presentation Calendar	**Human Body** Structures, Functions, and Needs	

	Comparing Saving Sam to science outside of classroom			Quiz		
Essential Questions	How do scientists understand the world around them? How do scientists observe, collect and analyze information to reach a conclusion? How can we think and record as a scientist?	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 do changes in environmental conditions affect the survival of individual organisms, populations, and entire species?	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?
Assessments		Interactive Science Notebook	Lab Write up/Reflection	*Interactive Science Notebook*	*TED talk/presentation*	Lab Write up/Reflection

Social Studies	Five Themes of Geography 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?	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
Essential Questions	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
Assessments		Written Assessment	Hands-on Scientific Revolution Projects (Research and Informational writing)	Minii 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

Arts	Self porrait 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		
Essential Questions			How do we construct and convey meaning through dance? How can improvisation lead to composition?							
Assessments										
Computer/Tech	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 (penpalschools.com) 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 (commonsense media.org) Cyberbullying in 21Things for Students	Google Applications Creativity, Communication and Collaboration Interactive Presentations using G Suite	Google Sites Creating websites for you K-2 classes or on topic of your choice	Excel formulas and graphs from data, lessons from 21ThingsforStudents (hungry mungry)	Geographic Information Systems - Water World - looking at impacts of rising sea levels Critical Thinking Google Maps 21ThingsforStudents - charting your course
Essential Questions	How can we use computers/technology to work efficiently?	How can we be responsible digital, global citizens?	How can digital tools help us locate, organized, evaluate, and ethically use information from a variety of sources?	How can technology help us collaborate and communicate efficiently?	How does creative thinking, problem solving apply to coding/computer programming? What is coding and what are its applications in our daily lives?	How can we stay safe and protect our digital identities?	How do digital tools help us gather, evaluate and use information?	How can technology help us collaborate and communicate efficiently?	How do digital tools help us gather, evaluate and use information?	How can geographic information systems help us explore complex systems and issues?
Assessments										
Physical	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		
Essential ? Assessments										
Social Emotional Learning	Flower Welcoming Ceremony	Classroom agreements-Heart talk Introduction to Council Int'l Character Day,	Self-awareness: Via Me, In Focus (Brain Research), Daring Greatly, Cultures of Thinking, Mindset	Self-awareness: Via Me, In Focus, Daring Greatly, Cultures of Thinking, 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: Peace Jam Bully Prevention Passageworks "No Hogs, No Logs" Council	Responsible Decision Making	Rites of Passage: Transition Activity
Essential ? Assessments										

Field Experiences		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				
Essential and Questions Assessments										
Student-directed focus					Science Ted Talks			Learning Without Walls independent study	Learning Without Walls independent study	Learning Without Walls independent study Science Ted Talks
Service learning	(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								