

**PYP Unit and Central Idea: HOW WE ORGANIZE OURSELVES; Systems and cooperation can create a balanced community.**

**Prioritized Standards Addressed This Week:**

**On Level Math**

**Unit 5 Fractions and Decimals**

**MGSE4.NF.5** Express a fraction with denominator 10 as an equivalent fraction with denominator 100 and use this technique to add two fractions with respective denominators 10 and 100.

**MGSE4.NF.6** Use decimal notation for fractions with denominators 10 or 100.

**MGSE4.NF.7** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole.

**Advanced Math**

**Unit 1 Grade 5 Order of Operations**

**5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

**5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

**Accelerated Math**

**MGSE.5.G.4.**

Classify two-dimensional figures in a hierarchy based on properties (polygons, triangles, and quadrilaterals).  
**MGSE5.MD.1** Convert among different-sized standard measurement units (mass, weight, length, time, etc.) within a given measurement system (customary and metric) (e.g., convert 5cm to 0.05m), and use these conversions in solving multi-step, real world problems.

**Reading/ ELA – ELAGSE4RI2** Determine the main idea of a text and explain how it is supported by key details. **ELAGSE4RI3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **ELAGSE4RI5** Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. **ELAGSE4RI6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**Science/ Social Studies SS4H3 Explain westward expansion in America.**

- a. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of “The Star Spangled Banner.”
- b. Describe the impact of westward expansion on American Indians; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations.
- c. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns)

**\*An asterisk or highlight indicates items that will be graded**

Login/ Morning Meeting 8:10- 8:20 am	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	- Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson	- Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson	-Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson	-Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson	-Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson
	<b>REMOTE LEARNING</b>	<b>REMOTE LEARNING</b>	<b>REMOTE LEARNING</b>		

<b>Math:</b>	<u>Lesson</u>	<u>Independent</u>	<u>Lesson</u>	<u>Independent</u>	<u>Lesson</u>	<u>Independent</u>	<u>Lesson</u>	<u>Independent</u>	<u>Lesson</u>	<u>Independent</u>
	Unit 5 Review Nearpod	<b>Meet:</b> Unit 5 Review Nearpod	Continue	<b>Meet:</b> Continue	Continue Unit 5 Review Nearpod/Be	<b>Meet:</b> Continue	Go over Unit 5 Study Guide	<b>Meet:</b> Go over Unit 5 Study Guide	<b>Unit 5 Post Test in Illuminate</b>	<b>Meet:</b>

8:20-9:25

On MyMath Book Volume 2

Advanced

Unit 5 Post Test Friday

Homework: Work on study guide

At seat: Work on Unit 5 Study Guide; Daily Spiral

Technology iReady Math

Hands clean Project/ Nearpod/ choice board

Unit 5 Review Nearpod

Homework: Work on study guide

Unit 5 Review Nearpod

At seat: Unit 5 Study Guide; Daily Spiral

Technology iReady Math

Hands clean Project / Nearpod/ choice board

gin going over study guide together

Homework: Work on/review study guide

Unit 5 Review Nearpod/Be gin going over study guide together

At seat: Unit 5 Study Guide; Decimal Word Problems Practice; Daily Spiral

Technology iReady Math

Hands clean Project / Nearpod/ choice board

Homework: Work on/review study guide

At seat: Finish/Correct Unit 5 Study Guide; Decimal Word Problems Practice; Daily Spiral

Technology iReady Math

Hands clean Project/ Nearpod/ choice board



Unit 5 Post Test in Illuminate

At seat: Unit 5 Post Test in Illuminate; Daily Spiral

Technology iReady Math

Hands clean Project/ Nearpod/ choice board

<p>MyMath Book 5<sup>th</sup> Grade Volume 1</p>	<p><b>Lesson</b> Grade 5 Unit 1 Review</p> <p><b>Meet:</b> Review WB 505-506 formative assignment</p> <p>Introduce Grade 5 Unit 1 NearPod; <a href="https://share.nearpod.com/e/MNWT16vJeb">https://share.nearpod.com/e/MNWT16vJeb</a> Use #1-2 to discuss requirements for written explanation on questions</p> <p><b>Homework</b> 3x2 digit multiplication</p> <p><b>Unit 1 TEST</b> Fri. 3/26</p>	<p><b>Independent</b> <b>At seat:</b></p> <p>Grade 5 Unit 1 NearPod Complete #3-8</p> <p>Daily Spiral Q1:3</p> <p><b>Technology:</b> IReady</p> <p><b>Hands clean</b> 😊 project/nearpod/choice board</p>	<p><b>Lesson</b> Grade 5 Unit 1 Review</p> <p><b>Meet:</b> Check 3x2 multiplication homework Check Review #3-8</p> <p><b>Vocab- all</b></p> <p><b>Homework</b> 4x2 division practice</p> <p><b>Unit 1 TEST</b> Fri. 3/26</p>	<p><b>Independent</b> <b>At seat:</b></p> <p>Grade 5 Unit 1 NearPod Complete #9-14</p> <p>Daily Spiral Q1:3</p> <p><b>Technology:</b> IReady</p> <p><b>Hands clean</b> 😊 project/nearpod/choice board</p>	<p><b>Lesson</b> Grade 5 Unit 1 Review</p> <p><b>Meet:</b> Check 4x2 division homework</p> <p>Check Review #9-14</p> <p><b>Homework</b> Division and multiplication word problems</p> <p><b>Unit 1 TEST</b> Fri. 3/26</p>	<p><b>Independent</b> <b>At seat:</b></p> <p>Grade 5 Unit 1 NearPod Complete #15-18</p> <p>Daily Spiral Q1:3</p> <p><b>Technology:</b> IReady</p> <p><b>Hands clean</b> 😊 project/PEMDAS nearpod/choice board</p>	<p><b>Lesson</b> Grade 5 Unit 1 Review</p> <p><b>Meet:</b> Check division and multiplication word problems</p> <p>Check Review #15-18</p> <p><b>Homework STUDY!!</b></p> <p><b>Unit 1 TEST</b> Fri. 3/26</p>	<p><b>Independent</b> <b>At seat:</b></p> <p>PEMDAS word problems</p> <p>Daily Spiral Q1:3</p> <p><b>Technology</b> IReady</p> <p><b>Hands clean</b> 😊 project/nearpod/choice board</p>	<p><b>Lesson</b> <b>Unit 1 TEST</b></p> <p><b>Meet:</b></p>	<p><b>Independent</b> <b>At seat:</b> <b>Unit 1 TEST</b></p> <p><b>Technology</b> Ready</p> <p><b>Hands clean</b> 😊 project/nearpod/choice board</p>
<p><b>Accel</b></p> <p><b>Essential Questions</b></p> <p>How can I use place value and</p>	<p><b>Math Inquiry (Virtual Day)</b></p> <p><b>Unit 5 Test Review</b></p>	<p><b>Student Independent Practice</b></p> <p><i>(Work is posted in each channel daily)</i></p>	<p><b>Math Inquiry (Virtual Day)</b></p> <p><b>Unit 5 Assessment</b></p>	<p><b>Student Independent Practice</b></p> <p>Review Packet</p>	<p><b>Math Inquiry (Virtual Day)</b></p> <p><b>Lesson:</b> Convert Customary</p>	<p><b>Student Independent Practice</b></p> <p>Practice WBp. 809-810</p>	<p><b>Math Inquiry</b></p> <p><b>Lesson:</b> Convert Customary Units of Length Day 2</p>	<p><b>Student Independent Practice</b></p> <p><i>Review Small Groups</i></p> <p>Practice</p>	<p><b>Math Inquiry</b></p> <p><b>Lesson:</b> Convert Customary Units of Length</p>	<p><b>Student Independent Practice</b></p> <p>Worksheet review</p> <p>(N/A)</p>

<p>properties to divide decimals?</p> <p><b>Small Groups</b>  <b>T- Word Problems/ Inquiry work</b>  <b>S- Spiral Work</b>  <b>T- Technology (I-Ready)</b></p> <p><b>Spiral Skill:</b>  <i>(Taskwork and links posted on each channel)</i></p>	<p>(Students will work asynchronously to complete their math practice review)</p> <p><b>Instructional Video</b></p> <p><a href="https://youtu.be/9VKbD2oxHpk">https://youtu.be/9VKbD2oxHpk</a></p> 	<p><u>Spiral</u></p> <p><u>Hands Clean</u></p> <p><u>Technology I-Ready</u></p> <p><u>Meet-Teacher</u></p>	<p>No Focused Lesson</p> <p>(Students will work on I-ready upon completion of the assessment)</p>	<p><i>(Work is posted in each channel daily)</i></p> <p><u>Spiral</u></p> <p><u>Hands Clean</u></p> <p><u>Technology I-Ready</u></p> <p><u>Meet-Teacher</u></p>	<p>Units of Length</p> <p><b>HW: WBp. 811-812</b></p>	<p><i>(Work is posted in each channel daily)</i></p> <p><u>Spiral</u></p> <p><u>Hands Clean</u></p> <p><u>Technology I-Ready</u></p> <p><u>Meet - Teacher</u></p>	<p><b>HW: Quizizz Practice</b></p>	<p>Customary Length Conversion WS</p> <p><i>(Work is posted in each channel daily)</i></p> <p><u>Spiral</u></p> <p><u>Hands Clean</u></p> <p><u>Technology I-Ready</u></p> <p><u>Meet-Teacher</u></p>	<p>WB Page 825</p> 	<p><i>(Work is posted in each channel daily)</i></p> <p><u>Spiral</u></p> <p><u>Hands Clean</u></p> <p><u>Technology I-Ready</u></p> <p><u>Meet-Teacher</u></p>
<p><b>Read Aloud</b>  <b>9:30-9:50</b></p>	<p><b>Read Aloud</b>  <b>Read Aloud: Catching the Moon by Crystal Hubbard</b>          Today, we will be reading "Catching the Moon" by Crystal Hubbard. This story is historical fiction. Historical fiction is based on historical events or</p>	<p><b>Read Aloud</b>  <b>Read Aloud: The Giant Carrot By Jan Peck</b>          Today, we will be reading "The Giant Carrot." It was written by Jan Peck. This story is a version of an old Russian folktale called "The Turnip" This type</p>	<p><b>Read Aloud</b>  <b>Read Aloud: All the Places to Love by Patricia MacLachlan</b>          Today, we will be reading "All the places to Love" by Patricia MacLachlan. The young boy is introduced to all of the places that his family members love</p>	<p><b>Read Aloud</b>  <b>Read Aloud: Superworm by Julia Donaldson</b>          Today, we will be reading "Superworm" by Julia Donaldson. Superworm is not an ordinary worm. He has some unique talents and skills. These talents get him notices by the</p>	<p><b>Read Aloud</b>  <b>Mystery Reader</b></p> <p>Today, we will be having a mystery reader join us. Can you use the clues to guess who our mystery reader will be?</p>					

	<p>people. The story will have some facts that are true, but it will also have fictional parts too. This book tells the story of a young girl who dreamed of playing baseball. During the story, the young girl will face many struggles that she will have to overcome in order to make her dreams come true.</p> <p>Book Link:  <a href="https://www.youtube.com/watch?v=ZgwBvQEe2hQ">https://www.youtube.com/watch?v=ZgwBvQEe2hQ</a></p>	<p>of folktale is called a "chain formula" because there is a series of characters that follow each other to build the plot. In this book, you will meet four different characters that are taking turns planting an caring for a carrot seed.</p> <p>Book Link:  <a href="https://www.youtube.com/watch?v=dEBqIFo_2S8">https://www.youtube.com/watch?v=dEBqIFo_2S8</a></p>	<p>from the date he was born. He quickly learns why certain places are so special. The author uses a lot of very descriptive words to describe the places. These words help to paint pictures in your mind of the places.</p> <p>Book Link:  <a href="https://www.youtube.com/watch?v=dTjwYbDSQng">https://www.youtube.com/watch?v=dTjwYbDSQng</a></p>	<p>Wicked Wizard Lizard and Superworm gets caught. Luckily Superworm has some great friends that are able to help him out. Listen to the see the creative way they help save Superworm.</p> <p>Book Link:  <a href="https://www.youtube.com/watch?v=4nH1FGYYA3E">https://www.youtube.com/watch?v=4nH1FGYYA3E</a></p>	
<p><b>Specials</b>  <b>9:55-10:40</b></p>	<p>Stockard-Spanish  Collins- Art  Rutledge- Art  Hunt- PE</p>	<p>Stockard-PE/Coach K  Collins- PE/Coach K  Rutledge- Music/LeSaicherre  Hunt- Art/Strom</p>	<p>Stockard-PE/Braddock  Collins- PE/Coach K  Rutledge-Spanish  Hunt- Music/LeSaicherre</p>	<p>Stockard-Music/LeSaicherre  Collins- Spanish  Rutledge-PE/Coach K  Hunt- P.E.- Braddock</p>	<p>Stockard-Art/Strom  Collins- Music/LeSaicherre  Rutledge-PE/Coach K  Hunt- Spanish</p>
<p><b>Recess</b>  <b>10:45-11:15</b></p>					

# Writing

/ ELA

11:15-

11:45 &

12:15-

12:30

**(Test – Prep Units)**

**ELAGSE4W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

## Units of Study

***Bend II: An Introduction To Extended Response Skills***

Focus: Extended Response (Essay Questions)

Targets: Elaboration to explain WHY details were included

Transitions between evidence and analysis

### Session- 1

Understanding the Work of Planning a Response Efficiently

### Mini-Lesson

### Teaching Point:

“Today I want to teach you that test-takers read prompts and bullets carefully, asking themselves what work they’ll need to do in order to fulfill all parts of the task. Once they’ve figured that out, they reread the text, annotating the evidence in the text that fits with each part of the task.”

Introduce the Writing Prompt

- Read the prompt and bullets carefully
- 

## Units of Study

***Bend II: An Introduction To Extended Response Skills***

Focus: Extended Response (Essay Questions)

Targets:

1. Setting up the response to stay on the right track.
2. Show how you diversify evidence
3. Paraphrasing/ Quotations
4. Locating details that fit
- 5.

**Session 2:** From Flash Planning to Flash Drafting

### Teaching Point

“Today I want to teach you that when writing extended response answers on tests, writers move quickly from their plan to their draft. To do this, writers often read over their plan and as they do so, touch parts of the plan and write-in-the-

## Units of Study

***Bend II: An Introduction To Extended Response Skills***

Focus: Extended Response (Essay Questions)

Targets:

1. Crafting leads into evidence
2. Linking evidence to the answer

### Session 3

Framing Text Evidence

### Teaching Point:

“Today I want to remind you that writers don’t just list a bunch of quotes and details in an essay. Instead, writers introduce their evidence, making it clear which text (and what part of the text) it came from. They also link their evidence back to their idea.”

Anchors

# TAG DAY

## REVIEW

Remind students that writers produce extended responses by understanding the prompt and developing a strategic writing plan.

## REVIEW DAY

**Teacher Autonomy (extension tasks)**

**STUDENTS SHOULD BE FOCUSING ON Short Response Questions**

Suggested Activities:

## Research IB Country of

**Study:** Animals/ Landmarks / National Parks

## Nearpod:

Quotations

## Language Practice:

(Quotation Marks)

## Units of Study

***Bend II: An Introduction To Extended Response Skills***

Focus: Extended Response (Essay Questions)

Focus: Beginning Essay Brief but well-crafted introductions

### Session 4: Crafting

Introductions that Guide the Reader.


Teaching Point:

“Today I want to teach you that one way to write a response that impresses your reader is to start it really well. A great start does two things: names the title, author, and the genre of the text, and lets readers know your answer to the questions/prompts and your plan for the response.”

MiniLesson:

Modeling the development of an introduction

**GRADED INTRODUCTIONS**

	<p>Taskwork: Unpacking the prompt to address text references/ coding text details.</p> <p><small>In the excerpt from <i>Hattie Big Sky</i>, Hattie accepts challenges that help her in some way. What challenge does Hattie accept? How does the story show the benefits of accepting this challenge? Use details from the story to support your response.</small></p> <p><small>In your response, be sure to:</small></p> <ul style="list-style-type: none"> <li>• describe the challenge that Hattie accepts</li> <li>• explain the benefits of accepting this challenge</li> <li>• use details from the story to support your response</li> </ul> <p><b>Small Group Work:</b> Supporting Students in Outlining to Prepare to Draft</p>	<p>air, talking long off the plan. Then they draft their essay, making sure they stay on the right track.”</p> <p>Taskwork: Choose a constructed Response Question.</p> <p><b>Small Group Work:</b> Drafting Essays in Parts</p>	<p><b>Introducing Evidence</b> For example, according to the text... For example, according to (the author)... For example, a character says... For instance, in the text it says... At the beginning of paragraph/the story... Specifically, it says in the text...</p> <p><b>Linking Evidence</b> This shows that... This part shows... This is important because... This makes it clear that... In other words... This demonstrates/illustrates...</p> <p>Minilesson: Drafting Second Paragraph</p> <ul style="list-style-type: none"> <li>- Introducing evidence</li> <li>- Linking evidence to the idea.</li> <li>-</li> </ul> <p><b>Small Group Work:</b> Supporting Elaboration</p>	<p>ELA LearnZillion</p>  <p><a href="https://share.nearpod.com/e/qMAy1LfzKeb">https://share.nearpod.com/e/qMAy1LfzKeb</a></p> <p>Extended Response Practice</p> 	
	<p>Students Will: Setting up their plans for their essays</p>	<p>Students will: Refer to their Flash drafted Plans to decide which Extended Response they will develop.</p>	<p>Students will: Use familiar text/ Hattie Big Sky to demonstrate their understanding of the Part to Whole Strategy.</p>	<p>Students will: -Vocabulary Choiceboard -Language Skill Practice -Nearpod/ Quizizz</p>	<p>Student Practice: Write and revise essay introductions</p>
<p><b>Lunch</b> <b>11:45-</b> <b>12:15</b></p>					
<p><b>Reading /Phonics</b></p>	<p><b>Mini-Lesson:</b> Grade 4, Bend 2: Reading Literary Non-Fiction</p>	<p><b>Mini-Lesson:</b> Grade 4, Bend 2: Reading Literary Non-Fiction</p>	<p><b>Mini-Lesson:</b> Grade 4, Bend 2: Reading Literary Nonfiction</p>	<p><b>Mini-Lesson:</b> Grade 4, Bend 2: Reading Literary Nonfiction</p>	<p><b>Mini-Lesson:</b> Reading Marathon</p> <p>In this session students will have a reading</p>

**12:30-1:35**

**Shared Experience:  
Beware of Frogs!**

In this session the class will work together to study and practice responding to test questions focusing on narrative nonfiction passages-these are passages that read like a story and are true.

**Word Work  
rupt=break**

Vocabulary – The class will go over the new vocabulary words for the week

**Digital Flash Cards:**

<https://www.flippity.net/fc.php?k=1LlkuUnYK-EX9gzWMTnmSHk93svAbfDfaX6QoWAXeX1c>

**Mini lesson: Main Idea/Central Idea**

In this session the class will learn to find the main/central idea of a nonfiction text, it helps to look for what repeats. That will let you know what's important. Then you want to ask, "Why is that important?" "What is the text trying to teach me about that?" "

**Word Work  
rupt=break**

Vocabulary Match – The class will match the word and its correct definition.

**Minilesson: Figuring out the meaning of figurative language, expressions, and idioms**

In this session the class will learn that when a test-maker asks you about the meaning of an expression, it isn't wisest to rely on what you think the expression means, or even the clues right next to that part. Instead, often you need a bigger picture of what is going on in the story (and a sense of what's happening at that part in the story) to figure out what the expression or phrase means.

**Readworks Assignment: "Book Battles"**

**Word Work  
rupt=break**

Vocabulary Sort- Students will sort the vocab words into the correct sentences.

**Small Group/Centers Work**

In this session students will work in small groups with the teacher and support their independent learning with centers.

**Word Work  
rupt=break**

Vocabulary Review- Students will review for their vocabulary quiz.

**Quizziz Review**

<https://quizizz.com/admin/quiz/56e72a2d650c2ed32bd76bc1>

marathon where they are asked to read books of their choosing for extended periods of time, focusing on building their stamina and reading for pleasure.

**Word Work  
rupt=break**

Students will take their vocabulary quiz.



	<p><b>Independent Practice</b> Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>	<p><b>Independent Practice</b> Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>	<p><b>Independent Practice</b> Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p> <p><b>*"Book Battles" Readworks Graded Assignment (formative)</b></p>	<p><b>Independent Practice</b> Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p>	<p><b>Independent Practice</b> Students will work on I-Ready Reading.</p> <p>Students will read independently and record their reading on their reading log.</p> <p><b>*Vocabulary Quiz (summative)</b></p>
<b>Small Groups</b>		The class will participate in small book clubs within the class to talk, discuss, and wonder about books on their level.	The class will participate in small book clubs within the class to talk, discuss, and wonder about books on their level.	The class will participate in small book clubs within the class to talk, discuss, and wonder about books on their level.	The class will participate in small book clubs within the class to talk, discuss, and wonder about books on their level.
<p><b>SS/Sci</b> 1:35-2:05</p> <p><b>Theme:</b> <b>Where we are in place and time-</b> An inquiry into orientation in place and time; personal histories; homes and journeys; <b>the discoveries, explorations and migrations of humankind</b>; the relationships between the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p><b>Central Idea:</b> <b>Exploration leads to new ideas.</b></p> <p><b>Key concepts</b></p>	<p><u>Focused Lesson</u> <b>Annexation of Texas/ Mexican War</b></p> <p><a href="https://www.brainpop.com/socialstudies/ushistory/mexicanamericanwar/">https://www.brainpop.com/socialstudies/ushistory/mexicanamericanwar/</a></p> <p>Complete "Westward Expansion: Annexation of Texas" passage and questions <b>formative graded assignment.</b></p> <p>Fill in new land, trails, and new events on map and timeline.</p> <p>Westward Expansion Choice Board 3rd column project choice- Use Studies Weekly week 18-20 articles and videos and journal notes.</p> <p><u>Extensions</u></p>	<p><u>Focused Lesson</u> <b>Oregon Trail</b></p> <p><b>Studies Weekly week 19 "Oregon Trail" Intro video</b></p> <p>Complete Oregon Trail notes in journal using PPT with class discussion.</p> <p>Fill in new land, trails, and new events on map and timeline.</p> <p>Complete "Pioneer Supplies" activity and or choice board.</p>	<p><u>Focused Lesson</u> <b>Gold Rush</b></p> <p><a href="https://www.brainpop.com/socialstudies/ushistory/goldrush/">https://www.brainpop.com/socialstudies/ushistory/goldrush/</a></p> <p>Complete California Gold Rush notes in journal using PPT with class discussion.</p> <p>Fill in new land, trails, and new events on map and timeline.</p> <p>Studies weekly week 20 Complete "Road to Rags or Riches" activity and/or choice board.</p>	<p><u>Focused Lesson</u> <b>Gold Rush</b></p> <p><b>Studies weekly week 20 "Gold! Gold! Gold from the American River!" and "Gold Rush Economy" videos</b></p> <p>Read Paired Texts: "The Gold Rush" and "Boomtowns" to answer multiple choice questions and constructed response with text evidence from both texts – <b>graded formative assignment.</b></p>	<p><u>Focused Lesson</u> <b>Review/ complete all</b></p> <p>(next: The Battle of Little Bighorn, finish Westward Expansion, test? - abolitionists and suffragettes)</p>

<p><b>and lines of inquiry</b></p> <p>~How does expansion impact the people and the surrounding area? (Causation)</p> <p>~How does movement shape position and perspective? (perspective)</p> <p>~How do observable features help identify similarities and differences? (form)</p>	<p>1. Research IB Country of Study</p> <p><b>March:</b> animals, plants, national parks</p> <p><b>Connection:</b> What National Parks do we have because of expansion? What animals and plants habitats have changed because of expansion? <a href="https://kids.nationalgeographic.com/videos/are-we-there-yet/">https://kids.nationalgeographic.com/videos/are-we-there-yet/</a></p> <p>2. Add a wonder to the wonder board</p> <p>3. Research and answer another's wonder</p>				
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