

EST. 1999

PRAIRIE CROSSING
CHARTER SCHOOL



CREATING NATURAL LEADERS

Accountability Report
2019-2020

Prairie Crossing Charter School

Accountability Plan 2019-2020

Exhibit G

Part 5 – Education Elements

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Section A: Class Size

Section A: Class Size

2019-2020

Class	Number of Students
Kindergarten, Parker	24
Kindergarten, McKee	24
1st, Mui	24
1st/2nd, Jeffery	24
1st/2nd, Barnett	24
2nd, Smetters	24
3rd, McNally	24
3rd/4th, Ottaviani	24
3rd/4th, Larson	24
4th, Hahn	24
5th, Neil	24
5th, Hurwitz	24
6th, Hershiser	24
6th, Turner	24
7th, Bonczkowski	24
7th, Stewart	24
8th, Jackson	24
8th, Flood	24
Total	432

Section B: Enrollment

Admissions to Prairie Crossing Charter School

Prairie Crossing Charter School students are admitted in accordance with the state Charter Schools Law. The application process begins in January when parents are encouraged to fill out an application which they can get at the office or from the school website. After all applications have been submitted, returning students are given places as are their siblings if places are available.

Thereafter, admission is determined by a public lottery. The lottery and admissions are on a non-discriminatory basis and open to all students regardless of race, ethnicity, gender, socioeconomic status, sexual orientation, religious preference or disability. All students are welcome to apply. Out-of-district students will only be admitted after all in-district student applications have been placed during the lottery process. After classes are filled, the lottery continues to create a waiting list for each grade. The application policy and procedures referred to below reflect Prairie Crossing Charter School's intent to maintain integrity and clarity throughout the following admission process.

1. Any student living in District 50 or 79 (in-district) is eligible for free admission to Prairie Crossing Charter School (PCCS). Out of district students are eligible on a tuition fee basis.
2. The registration period runs from approximately January 1 to the last day of February each year. During the time, PCCS sends information in English and Spanish to local newspapers, community service organizations, and other sources advising the community of opening at the school for the coming school year.
3. During the registration period, families of current students are asked to inform the school as to whether the student(s) will return for the coming year. These families are also asked to submit applications for any siblings who wish to attend the school, since siblings are given priority where space allows.
4. Also during the registration period, applications are available online and at the school for any interested and qualified families. These applications must be submitted to the school prior to the deadline, usually March 1. Families with children on the current waiting list are contacted to determine whether they are interested in being in the lottery for the next school year. Except as provided for in item #6, the waiting list is not maintained from year to year; a new waiting list is drawn each year.
5. All new applicants to the school and families currently on the waiting list indicating their desire to have a child(ren) considered for admission will be given a receipt to document the school's acknowledgement of their application or restatement of their desire for their child(ren)'s admission to the school.
6. At the end of the registration period, the school determines how many spaces are available at each grade level after returning students have been tabulated. Priority for registration at each grade level is as follows: returning students, siblings of returning students, in-district applicants and finally out-of-district applicants. If there are more siblings than can be accommodated at any given grade level that are on the current year's waiting list, they will remain on the list in the current order. If there are new siblings to be added to the waiting list, their names will be drawn and added to the bottom of the current siblings' waiting list.
7. Once places have been assigned to returning students and their siblings, students from the applicant pool are assigned to the various grade levels. If there are more students than can be accommodated at a given grade level, a lottery is held among new students seeking admission to the affected grade levels, beginning at the highest grade level and moving to the lowest. If

applicable, a final lottery is held in the same manner at each grade level for out-of-district applicants. They will be placed on the wait list immediately following the last in-district applicant previously drawn. If any student with siblings in the applicant pool is accepted, his or her siblings are automatically given priority as described above (i.e. the siblings are either accepted or added to the bottom of the waiting list of other siblings at the appropriate grade level).

8. All lotteries are held in public on a publicly disclosed date as soon as possible after the registration period has closed. Each lottery is held by grade level and priority as described above. Names from a pool of all applicants will be randomly selected to fill each grade level. Additional applicants are placed on a waiting list in the order selected, maintaining a priority status for siblings. Beginning with student enrollment for the 2015-2016 school year, the lottery must be administered and videotaped by the Executive Director, or designee. The authorizer or its designee must be allowed to be present or view the lottery in real time. The Executive Director or designee must maintain a videotaped record of the lottery, including a time/date stamp. The Executive Director or designee shall transmit copies of the videotape and all records relating to the lottery to its authorizer on or before September 1 of each year.
9. If during the lottery procedure a name was left out of the drawing for the appropriate grade level, one of five scenarios will result.
 - a. If the missing name is found before any other grades have been drawn, the lottery for that class is repeated with the name included.
 - b. If the missing name is found after other grades have been drawn and no siblings are impacted, the lottery for the class from which the name was missing is repeated with the name included.
 - c. If the missing name is found after other grades have been drawn and a student, Student A, was accepted into the class as a sibling because of the errant drawing, but is not a sibling based on the corrected drawing, the name of Student A and those of the students on the waiting list for that grade will be redrawn. The purpose for this redraw is solely to place Student A in the waiting list. Student A will be placed in the waiting list after the name of the student who is drawn immediately before he or she in the redraw. The order of the other students on the waiting list will not change. If Student A is drawn first, he or she will be accepted into the class unless the student at the top of the waiting list is a sibling of a student selected in the lottery. In that case, the sibling is accepted into the class. If not, the student whose name was first on the waiting list will be accepted into the class.
 - d. If the missing name is found after other grades have been drawn and a student, Student A, was placed above other students on the waiting list as a sibling because of the errant drawing, but is not a sibling based on the corrected drawing, the name of Student A and those of the students on the waiting list for that grade will be redrawn. The purpose for this redraw is solely to place Student A in the waiting list. Student A will be placed in the waiting list after the name of the student who is drawn immediately before he or she in the redraw. The order of the other students on the waiting list will not change. If Student A is drawn first, he or she will be placed first on the waiting list unless the student at the top of the waiting list is a sibling of a PCCS student or a student selected in the lottery. In that case, Student A will be placed on the waiting list immediately following any siblings of PCCS students or students selected in the lottery.
 - e. If the missing name is found after other grades have been drawn and a student, Student A, was not accepted as a sibling in the errant drawing, but is a sibling in the corrected drawing, Student A will be placed in the spot he or she would have been if his or her status as a sibling had been known. If student A is placed into the class, the last person placed in the class in the errant drawing will become the first person on the waiting list. No other changes in the waiting list will occur.
10. If after the lottery a student, Student A, was found to have been left out of the drawing, the name of Student A and those of the students on the waiting list for that grade will be redrawn. The purpose for this redraw is solely to place Student A in the waiting list. Student A will be placed

in the waiting list after the name of the student after whom he or she is drawn. The order of the other students on the waiting list will not change. If Student A is drawn first, he or she will be placed first on the waiting unless the student at the top of the waiting list is a sibling of a PCCS student or a student selected in the lottery. In that case, Student A will be placed on the waiting list immediately following any siblings of PCCS students or students selected in the lottery. If Student A is a sibling, he or she will be placed in his or her appropriate spot based on his or her sibling status.

11. All affected families are advised of the results of the lottery as soon as possible in writing and on the website.
12. Students are moved up from the waiting lists as openings occur at their grade level. When a family on the wait list is eligible to be offered a space, the school will contact the family to determine their interest in having the child attend the school. The school will use three working days for contacting the family. The family will be given three working days to notify the school of their decision to enroll from the date they are contacted by the school. Those applicants who cannot be reached or who do not respond within this designated period of time will be removed from the wait list and will be required to reapply. The spot will then be offered to the next applicant on the wait list.
13. No priority is given to any applicant to Prairie Crossing Charter School, except returning students, their siblings, and siblings of accepted students, as noted above and provided for in the Illinois' Charter Schools Law.

Adoption Dates:

Adopted: November 15, 2005

Revised : May 2015 , January 2017

Transportation Plan

The Prairie Crossing Charter School transportation plan is closely aligned with the school's size, environmental philosophy, dual district boundaries and finances. Door to door bus service for all students will not be offered, since the Charter Schools Law exempts Prairie Crossing from this requirement except for special needs students.

Prairie Crossing Charter School is situated at the far corner of each district. Its students may come from anywhere in a 63 square mile area. It simply cannot commit to door to door bus service. However, being committed to welcoming a diverse array of students from throughout the districts, Prairie Crossing Charter School will coordinate a car pool program designed to address the needs of families beyond walking or biking distance (which is greater than usual given a regional network of trails). The parents of children who are at risk or who are from low income families may be unable to take part in the car pool program. It is important to provide a means by which these children can attend Prairie Crossing Charter School. One of the principles on which the school is founded is the belief that children can learn to respect a diverse group of people by learning next to them and becoming friends with them. The following options will be provided for parents of at risk and low income children who wish to send their children to Prairie Crossing Charter School but cannot take part in the car pool program.

1. Parent volunteers will be sought to pick up and drop off the children whose parents cannot take part in the car pool program. In this way, these children will arrive at school in the same manner as other children and will not be singled out in any way that may make them feel different from other children attending the school.
2. If no parent volunteers can be found to pick up and drop off children and there are only a few children that need transportation, Prairie Crossing Charter School will hire a person to pick up and drop off these children using his or her car. In this case, Prairie Crossing Charter School would register with the Illinois Secretary of State as a School Bus Driver Employer. Prairie Crossing Charter School will insure that the person obtains and maintains a valid bus driver permit. This includes:
 - A. an initial classroom course for school bus drivers;
 - B. a minimum of two hours classroom training annually related to driving responsibilities;
 - C. participation in a Federally required drug and alcohol testing program, possessing a valid and properly classified Commercial Driver's License (CDL) with a Passenger Endorsement and properly classified school bus driver permit;
 - D. completion and certification of a passed annual physical examination on a form prescribed by and available from the Secretary of State's Office; and
 - E. Criminal background check including fingerprinting through the Illinois State Police.

Prairie Crossing Charter School will further insure that any vehicle used to transport children by an employee meets the requirements for a Division I vehicle. Under no circumstances will a Division II vehicle be used to transport students to and from school. All vehicles will have proof of adequate insurance on file at PCCS and will complete a safety inspection every six months at an Official Testing Station regulated by the Illinois Department of Transportation.

3. If the number of children needing transportation is large enough, Prairie Crossing Charter School will lease a school bus to transport the children to and from school. The Director of Prairie Crossing Charter School or his/her designee will obtain documentation from the bus company insuring that the drivers used hold valid bus driver permits and that their buses are maintained and inspected as required. In this case the Director of PCCS or his/her designee will do the following to insure the safety of school bus-transported children:
 - A. Supervise school bus emergency evacuation drills for all bus-riding students on school property twice annually and maintain documentation;
 - B. Insure classroom instruction in safe bus-riding practices by classroom teachers for all bus-riding students twice annually including the dangers in the loading and unloading zone and maintain documentation; and
 - C. Insure that all bus-riding students have copies of bus-riding rules which include the consequences for gross disobedience or misconduct.

Adoption Dates:

Adopted: December 2003

Collection Student Instructional Fees

1. Instructional fees, including all tuition obligations for out of district students, for continuing students shall accompany a completed Enrollment Form. Both are due on or by June 30, of each year. Instructional fees are those fees charged to families because of their child's admission to, and enrollment in, Prairie Crossing Charter School. These Instructional Fees are collected to support the general operating expenses of the School including, but not limited to, instructional materials, textbooks, and consumable supplies.
2. A lottery for open slots in each grade is held in accord with Board Policy# 500.6- admissions to Prairie Crossing Charter School.
3. Any continuing student who has not submitted a completed Enrollment Form accompanied by full payment of the instructional fee will be subject to having his/her slot filled by a waiting list student from the most recent lottery.
4. Instructional fees for new students (siblings of returning students and those who are selected in the lottery) are due on or by June 30 of each year. Failure to comply with this deadline will result in assignment of the student's slot to a student on the waiting list.
5. The exclusionary provisions of this policy shall not pertain to those families who have requested and qualified for a Fee Waiver.
6. Any family unable to comply with the above deadlines must file a written request for an extension to a specified date, or for a payment plan. The PCCS Executive Director must receive this request no later than the applicable deadline for payment. Compliance with the agreed-upon extension or payment plan will be required in order for the student to begin school in the upcoming year. In no case will a student be allowed to begin attending school without payment of fees in full, or a valid payment plan, which was approved prior to June 30th, and a payment plan for which payments are current by the first day of attendance.
7. Should a family whose student is attending on the basis of a payment plan become delinquent in payments, that student's seat will be filled by a student on the waiting list at the conclusion of the trimester during which the account became delinquent unless by the last day of the trimester the account has been paid in full or the family has filed a request for an appeal to the Board of Directors.
8. The Board of Directors charges the administration with the responsibility to develop Rules and Regulations, by which the covenants of this policy shall be administered. The rules and regulations shall provide to families the right to appeal to the Board of Directors the administration's decision to replace an existing student as a result of a default on a payment plan or failure to make payment in full of Instructional Fees by June 30th should a payment plan have not been established.
9. Prior to any child being denied admission under this policy, the School Director shall send to the parent/guardian not less than two certified letters over a fourteen day period in an attempt to notify the parent/guardian that failure to comply with the instructional fees policy will result in the child's non-admission to the school or the child's forfeiture of the child's current enrollment in the event of delinquency on a payment plan.

Cross Reference:

Policy# 500.6-Admissions to Prairie Crossing Charter School

Policy #800.3-Fee Waivers

Adoption Dates:

Adopted: February 2002

Revised and Adopted: July 2009



Volunteer Policy

Prairie Crossing Charter School encourages the participation of the entire family in the education process and emphasizes the importance of a pledge to life-long learning. The parental role in achieving the Prairie Crossing vision is critical. This role can take many forms.

All parents are encouraged to provide a home atmosphere in which their children are supported in their educational goals. Frequent two-way communication between school and home is a hallmark of PCCS. This serves to keep parents informed of their children's progress and any special help they may need. It also provides an opportunity for the parents to discuss any questions or concerns with school personnel. Parents of Students are welcome to volunteer for many school activities in the classroom;

- as chaperones and drivers for field trips;
- as helpers in the maintenance of the school;
- as coaches, as participants in Parent Staff Organization (PSO);
- as members of the school board or its committees, task forces, etc.;
- in contributing special talents and skills; or
- by providing financial contributions to the school.

However, no parent is required to volunteer at the school or provide financial contributions. Children will not be discriminated against in any way if parents are unable or choose not to volunteer or contribute financially. Volunteerism and financial contributions are not requirements for enrolling in or remaining at Prairie Crossing Charter School.

Adoption Dates:

Adopted: November 2003

Prairie Crossing Charter School
Board of Director's Policy

Policy: 800.3

Business Procedures

**Prairie Crossing Charter School
Fee Waiver Policy**

Definition of Instructional Fees

Instructional fee or fees mean any monetary charge collected by Prairie Crossing Charter School (PCCS) from a student or the parents or guardian of a student as a prerequisite for the student's participation in any instructional program of PCCS. It is not defined as a fee when PCCS requires that a student provide his or her own ordinary supplies or materials (e.g. pencils, paper, notebooks) that are necessary to participate in any curricular or extracurricular program.

Prairie Crossing Charter School has a yearly books, materials, and activity fee of **\$100** per child. PCCS also charges fees for involvement in extracurricular activities and field trips. School fees do not include library fines and other charges made for the loss, misuse, or destruction of school property; charges for the purchase of pictures; charges for optional travel undertaken by a school club or group of students outside of school hours; charges for admission to school dances, athletic events, or other social events; or charges for optional community service programs (e.g. before- and after-school child care and recreation programs).

Students Eligible for Waiver

Each child's instructional fee is due by July 1st each year. For students that enroll in Prairie Crossing Charter School during the school year, this fee is due on their first day of attendance. The due dates for fees for extracurricular activities vary and are provided to students interested in those activities.

Fees may be waived for students whose family income falls within the United States Department of Agriculture guidelines for free or reduced price lunch and breakfast. Fees may also be waived for students whose families have suffered a significant loss of income due to death, severe illness, or injury in the family or unusual expenses incurred because of a natural catastrophe. The **FY-12** Fee Waiver guidelines from the U.S. Department of Agriculture are not yet available and will be sent, to those making a request, as soon as we get them.

Any family unable to pay the books and materials, or needing extra time to pay the fee should submit the form below to Prairie Crossing Charter School's Director **by June 30th** or the first day of attendance for students enrolling in PCCS during the school year. For fees for extracurricular activities, due dates will be provided with the information about each activity. The Director will process the request within thirty (30) calendar days and reply to the family with a payment plan, fee waiver statement, or denial of request. PCCS's Director shall decide waivers on a case by case basis in a non-discriminatory fashion and shall rely upon documentation submitted by the applicant. The Director's decision can be appealed to the School Board President.

Payment plans will be provided for students whose families do not qualify for fees to be waived but whose children would be prohibited from attending Prairie Crossing Charter School or taking part in extracurricular activities unless a payment plan is provided. Explanation for payment plan requests will be reviewed by the Director as provided above.

Notification to Parents/Guardian

PCCS's policy for the waiver of instructional fees shall be communicated in writing to the parents or guardian of all students enrolled in the PCCS near the beginning of July with the first bill or fee notice sent and any other time a notice of fees (e.g. for extracurricular activities) is sent to parents. PCCS also will state in all of its notices sent to parents who owe instructional fees that PCCS waives fees for persons unable to afford them in accordance with its policy and the procedure for applying for a fee waiver. The Director's name, address, phone number, and email address will be included. A fee waiver application form also may be included with this notice when it is sent to parents. The notification will be in English, Spanish, or the home language of the parents, if it is needed to ensure their understanding of the district's policy (if translation of the notice is not feasible, PCCS will use interpreters, e.g. other students or neighbors). The notice shall describe:

- PCCS's policy, including the criteria and other circumstances under which PCCS will waive school instructional fees or provide a payment plan for these fees;
- the instructional fees subject to waiver under the district's policy;
- the procedure to be used by parents in applying for a waiver of instructional fees;
- the procedure to be used by parents in resolving disputes concerning the waiver of instructional fees.

If the fee waiver policy and/or procedures are substantively amended, then parents of students enrolled in PCCS shall be notified in writing within thirty (30) calendar days following the adoption of the amendments.

Resolution of Disputes

If PCCS denies a request for a fee waiver or payment plan, then it shall mail a copy of its decision to the parents within thirty (30) calendar days of receipt of the request. The decision shall state the reason for the denial and shall inform the parents of their right to appeal, including the process and timelines for that action. The denial notice shall also include a statement informing the parents that they may reapply for a waiver or payment plan at any time during the school year, if circumstances change.

An appeal shall be decided within thirty (30) calendar days of the receipt of the parents' request for an appeal. Parents shall have the right to meet with the President of the PCCS Board of Directors, who will decide the appeal, in order to explain why the fee waiver or payment plan should be granted. If the appeal is denied, then PCCS shall mail a copy of its decision to the parents. The decision shall state the reason for the denial.

No fee shall be collected from any parent who is seeking an instructional fee waiver in accordance with PCCS's policy until the district has acted on the initial request or appeal (if any is made), and the parents have been notified of its decision.

Confidentiality

School records that identify individual students as applicants for or recipients of instructional fee waivers are subject to the Illinois School Student Records Act (105 ILCS 10/1 et seq.). Information from such records is confidential and may be disclosed only as provided in the Act.

Prohibition Against Discrimination or Punishment

No discrimination or punishment of any kind, including the lowering of grades or exclusion from classes, will be exercised against a student whose parents or guardians are unable to purchase required textbooks or instructional materials or to pay required fees.

Adoption Dates: 20 April 2004

Amended: 22 May 2007

Revised and Adopted 1 September, 2009

Request for Fee Waiver or Fee Payment Plan
Please submit by June 30

Student's Name: _____

Student's Grade: _____

Parents' Names: _____

Address: _____

Phone Number: _____

Email: _____

☐ I/We request a payment plan for our books and materials.

☐ I/We request a waiver of the books and materials.

Please provide a brief explanation of the reason you are requesting a payment plan or waiver of fees.
The Director is the only person who will see the reason for which you are requesting a payment plan or
waiver of fees. _____

Please mail to: Prairie Crossing Charter School
 Atten: Executive Director
 1531 Jones Point Road
 Grayslake, IL 60030-3536

Section B: Lottery

Prairie Crossing Charter School
Lottery Results
2004-2020

	Total # of Applicants	Total # accepted	# of siblings of returning students	# of Out of District Applicants	Woodland 50 Applicants	Fremont 79 Applicants
2004-05	188	43	22	4	N/A	N/A
2005-06	211	42	37	10	N/A	N/A
2006-07	229	44	36	4	185	40
2007-08	188	74	33	14	150	24
2008-09	185	52	29	20	151	26
2009-10	182	40	27	19	127	36
2010-11	198	39	28	27	137	31
2011-12	205	44	17	19	148	38
2012-13	238	44	19	31	173	34
2013-14	191	44	26	24	150	17
2014-15	165	51	29	20	133	12
2015-16	166	46	27	11	142	13
2016-17	156	48	30	6	131	19
2017-18	221	48	28	31	169	21
2018-19	263	49	29	49	187	27
2019-20	262	49	33	56	180	26
2020-2021	244	48	16	63	159	22
2020-21						
Kindergarten	109	48	16			
No other grade level openings						
2019-20						
Kindergarten	106	48	23			
4 th Grade	28	1	3			

[Link](#) to the Website 2020-2021 school year wait list, this wait list is updated as changes happen.

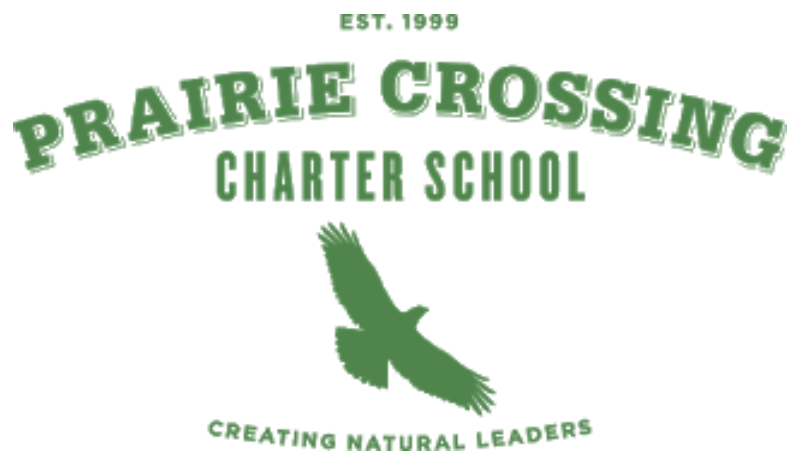


Kindergarten Lottery Registration Form 2020-2021

* Required

Email address *

Your email



Registration for the 2020-2021 Lottery Instructions:

Kindergarten Registration form 2020-2021 Lottery Instructions:

1. Complete form only for new students applying for the lottery(Not for current students already attending PCCS).
2. Parents/Guardian must electronically complete/submit or come to the office for a paper form(forms can be mailed upon request). Forms must be submitted by 12:00 PM. on February 28, 2020 in order to be included in the lottery on March 9, 2020.
3. You will receive a confirmation receipt of the registration by email. If you don't receive an email from the school within 3 days of submitting the form, please contact Janette Siegel @ 847-548-1938.
4. After the Lottery has been conducted you will receive a mailed letter confirming that your child has been drawn for an open seat or that your child has been placed on the wait list(the wait list will be posted on our Website).
5. When your child's name is drawn and you accept the open seat, PCCS will require:
 - Your signed confirmation letter that you have accepted the seat,
 - 3 items showing Proofs of Residency (E.g. Utility Bill, Rental Agreement, Tax Bill) and
 - Your child's birth certificate (your child must be 5 years of age on/before Sept 1st in order to enter Kindergarten).

Once these are received your child will be included in the 2020-2021 School Year Registration/Enrollment process.

Admission is on a non-discriminatory basis and open to all students regardless of race, ethnicity, gender, socioeconomic status, sexual orientation, religious preference or disability. Prairie Crossing Charter School provides a full complement of services for students with disabilities, students with Limited English Proficiency, and offers transportation assistance for all students via carpools and private services. Instructional fee waivers are available for families whose income level qualifies based upon federal standards provided by the U.S. Department of Agriculture. We are a free public school that provides a personalized Kindergarten through 8th Grade education for students that reside in the Woodland (50) and Fremont (79) Districts.

Applicant's Last Name *



Your answer

Applicant's First Name *

Your answer

Applicant's Middle Name

Your answer

Applicant's Date of Birth *

Your answer

Applicant's District of Residence *

- ☐ Woodland School District #50
- ☐ Fremont School District #79
- ☐ We live outside of both District #50 and District #79
- ☐ Other: _____



I am confirming what school district I reside in. Please provide the district name and number. *

Your answer

I am confirming that for the 2020-2021 school year my child will be entering: *

- ☐ Kindergarten
- ☐ 1st Grade
- ☐ 2nd Grade
- ☐ 3rd Grade
- ☐ 4th Grade
- ☐ 5th Grade
- ☐ 6th Grade
- ☐ 7th Grade
- ☐ 8th Grade

Do you currently have a child/children attending Prairie Crossing Charter School? *

- ☐ Yes
- ☐ No



Do you have other children applying for the lottery? Please fill out a separate form for each child applying. *

☐ Yes

☐ No

If you have other children applying for the lottery, please provide their name and grade level for the 2020-2021 school year

Your answer

Father's Name *

Your answer

Father's Address (street, city and zip code) *

Your answer



Father's Cell Phone *

Your answer

Father's Home Phone *

Your answer

Father's Email Address *

Your answer

Mother's Name *

Your answer

Mother's Address *

Your answer

Mother's Cell Phone *

Your answer



Mother's Home Phone *

Your answer

Mother's Email Address *

Your answer

Where did you hear about Prairie Crossing Charter School? *

- ☐ Friend
- ☐ Newspaper
- ☐ Online
- ☐ Schools
- ☐ Daycare
- ☐ Other

By checking this box, I confirm and agree that all of the information provided on this document is true and accurate.^{23*}

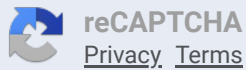


- ☐ Yes, use this as my electronic signature
- ☐ No, I will come into the office to sign this form

A copy of your responses will be emailed to the address you provided.

Submit

Never submit passwords through Google Forms.



This form was created inside of Prairie Crossing Charter School.. [Report Abuse](#)

Google Forms



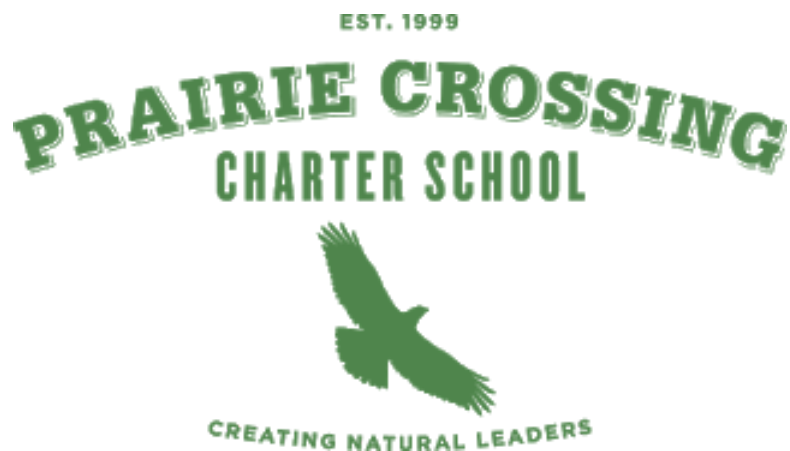


Formulario de Inscripción para la Lotería de Jardín de infancia 2020- 2021

* Required

Email address *

Your email



Inscripción para la Lotería 2020-2021 Instrucciones:

Registro del Jardín de infancia 2020-2021 Instrucciones de la Lotería:

1. Completa el formulario sólo para los nuevos estudiantes que solicitan la lotería (No para los estudiantes actuales que ya asisten al PCCS).
2. Los padres / guardianes deben completar / enviar electrónicamente o venir a la oficina para un formulario de papel (los formularios se pueden enviar por correo a petición). Los formularios deben enviarse antes del mediodía del 28 de febrero de 2020 para ser incluidos en la lotería el 9 de marzo de 2020.
3. Usted recibirá un recibo de confirmación de la inscripción por correo electrónico. Si no recibe un correo electrónico de la escuela dentro de los 3 días siguientes a la presentación del formulario, comuníquese con Janette Siegel al 847-548-1938.
4. Después de que se haya llevado a cabo la lotería, recibirá una carta enviada por correo confirmando que su hijo ha sido dibujado para un asiento abierto o que su hijo ha sido colocado en la lista de espera (la lista de espera será publicada en nuestro sitio web).
5. Cuando el nombre de su niño es dibujado y usted acepta el asiento abierto, PCCS requerirá:
 - Su carta de confirmación firmada que usted ha aceptado el asiento,
 - 3 artículos que demuestren las pruebas de residencia (E.g. factura de servicios públicos, contrato de alquiler,
 - Certificado de nacimiento de su hijo (su hijo debe tener 5 años de edad el / antes del 1 de septiembre para ingresar al Kindergarten).

Una vez que se hayan recibido, su hijo (a) será incluido en el proceso de matrícula / inscripción del año escolar 2020-2021

La admisión es no discriminatoria y está abierta a todos los estudiantes, independientemente de su raza, etnia, género, condición socioeconómica, orientación sexual, preferencia religiosa o discapacidad. Prairie Crossing Charter School ofrece un complemento completo de servicios para estudiantes con discapacidades, estudiantes con dominio limitado del inglés, y PCCS utiliza un sistema de vehículo compartido para el transporte y servicios privados. Las exenciones de tarifas educativas están disponibles para las familias cuyo nivel de ingresos califica según las normas federales proporcionadas por el Departamento de Agricultura de los Estados Unidos. Somos una escuela pública gratuita que brinda educación personalizada desde el jardín de infantes hasta el octavo grado para estudiantes que residen en los distritos de Woodland (50) y Fremont (79).



Apellido del Solicitante *

Your answer

Nombre del solicitante *

Your answer

Segundo nombre del solicitante

Your answer

Fecha de Nacimiento del Solicitante *

Your answer

Distrito de Residencia del Solicitante *

- ☐ Distrito Escolar # 50 de Woodland
- ☐ Fremont Distrito Escolar # 79
- ☐ Vivimos fuera del Distrito # 50 y Distrito # 79



Estoy confirmando que para el año escolar 2020-2021 mi hijo entrará: *

- ☐ Jardín de infanciación (Kindergarten)
- ☐ Primero Grado (1st)
- ☐ Segundo Grado (2nd)
- ☐ Tercero Grado (3rd)
- ☐ Cuarto Grado (4th)
- ☐ Quinto Grado (5th)
- ☐ Sexto Grado (6th)
- ☐ Séptimo Grado (7th)
- ☐ Octavo Grado (8th)

Do you currently have a child/children attending Prairie Crossing Charter School? *

- ☐ Yes
- ☐ No



¿Tiene otros niños solicitando la lotería? Por favor llene un formulario separado para cada niño que solicita. *

☐ Sí

☐ No

Si tiene otros niños solicitando la lotería, por favor proporcione su nombre y grado para el año escolar 2020-2021

Your answer

Nombre del Padre *

Your answer

Dirección del padre (calle, ciudad y código postal) *

Your answer

Teléfono Celular del Padre *

Your answer

Teléfono del padre *



Your answer

Dirección de correo electrónico del padre *

Your answer

Nombre de la madre *

Your answer

Dirección de la madre *

Your answer

Teléfono celular de la madre *

Your answer

Teléfono de la casa de la madre *

Your answer



Dirección de correo electrónico de la madre *

Your answer

¿Dónde se enteró de Prairie Crossing Charter School?

- ☐ Amigo
- ☐ Periódico
- ☐ En línea
- ☐ Escuelas
- ☐ Guardería
- ☐ Otro

Estoy confirmando en qué distrito escolar resido. Por favor proporcione el nombre y número del distrito. *

Your answer

Al marcar esta casilla, confirmo y acepto que toda la información proporcionada en este documento es verdadera y precisa. *

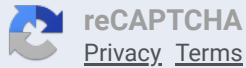


- ☐ Sí, utilizar esto como mi firma electrónica
- ☐ No, entraré a la oficina para firmar este formulario

A copy of your responses will be emailed to the address you provided.

Submit

Never submit passwords through Google Forms.



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Google Forms



Section B: Outreach

2019-2020 Outreach Outcomes for Accountability Report

Prairie Crossing has been focused on a renewed emphasis on creating a more robust outreach plan to engage a more diverse population of families interested in PCCS. Diversity of our students has increased by 112% since 2013 with 29 native languages now being spoken at PCCS. Since 2014, students that are educationally disadvantaged and/or considered “at-risk” have more than doubled - growing from 32% in 2013 to approximately 67% in 2020.

Our outreach plan was upgraded and submitted as a part of our 2019 charter renewal and focuses on a more targeted approach to specific areas within our district boundaries. While many preparation and contacts have been made, the Executive Orders from the Governor, in response to COVID-19 pandemic, has delayed any substantial progress in FY20. As part of our approved plan, the Board of Directors did establish an Outreach Committee that meets quarterly to assess Organizational Initiatives, Evaluations of our Lottery, our Transportation Plan, and Expanding our Outreach methods.

Lottery Evaluations & Recommendations

This marks our third year with the streamlined lottery application, with parents asked to complete a one-page form but not required to submit supporting documentation until after their child is selected through the lottery. This year, we received 224 lottery and wait list applications for the 2020/2021 school year.

- 🌿 16 of the 48 openings for the 2020-2021 school year were filled by sibling preference, with 32 seats eligible to the remaining applicants. Of the 244 applicants 63 are applying from outside of district 50 or district 79. We received applications from 18 different districts, 4 states, CPS and children that are Homeschooled

Through our expanded outreach efforts, our Lottery numbers for Out of District have increased 112%, with 63 applications received for our 2021 Lottery.

Our **Transportation Taskforce** continues to assess the feasibility of busing for our students or an alternate transportation system. After a thorough analysis and meetings with the Commission to review the Illinois School Code with regard to busing requirements, it was determined that busing would not be feasible for the primary reason of school day scheduling implications of covering the 64 square mile boundary of our district. As a result, PCCS utilizes two primary means for transportation . 1. A Carpool system. 2. Contracting with 3rd part transport companies to provide transport for those families where carpool is not an option.

Regarding **Organizational Initiatives**, PCCS focused on ensuring that all written materials, both in marketing and outreach, were available in Spanish and English. Further, the school website, lottery forms, and all enrollment policies are available in English and Spanish. Additionally, PCCS has increased its visibility through our social media platforms, including Facebook, Instagram and Twitter; these forms of social media have made us more accessible to people in incalculable ways.

We have used a multi-pronged approach. Understanding some of the barriers our targeted community face with language barriers and internet infrastructure/devices. We determined that the following have been the most successful means of outreach for PCCS:

- Social Media Marketing
- Dual Language Event Flyers,
- Newspaper Ads
- Community Canvassing with interpersonal communications
- Sponsoring Local Community organizations targeted to at risk students.

Lastly, PCCS has strengthened community partnerships with local libraries, community centers, daycares, places of worship, and other schools in the area, including offering and hosting community events on PCCS campus. Specifically paying attention to the targeted areas of low income in our district. Partnerships with local organizations, including:

- One Earth Film Festival,
- Waukegan Public Library,
- Green Schools National Network,
- Academy of Global Citizenship,
- College of Lake County,
- LEARN Charter School-North Chicago and
- Others.

Our ***Multicultural Parent Advisory Council*** has been a strong force in sharing cultural traditions, food, and rituals, which have emerged as events for the whole school community to gain an understanding and increase their knowledge of various cultures. They hosted three events this year for the school community: Chinese New Year (Do It Yourself Dumpling Night, Chinese New Year Lion Dance, and Chinese crafts) and Chuseok (Korean Thanksgiving)/ Thanksgiving Literacy Night and Potluck (multicultural potluck and literacy night from many cultures).

In FY21, we anticipate an emphasis on strengthening these partnerships and our continued involvement in the school, local and regional community. Additionally, we continue direct marketing in targeted areas with; community engagement, sharing event flyers and school information directly with residents within the communities. We also explore the opportunities to open our campus to the broader community for events to attract at-risk students to our school.

As parents are a strong component of our outreach, we continue to rely on our high academic track record and utilize our parent community to be our advocates in recruiting prospective families to enter our lottery.

Section C: Enrollment of Students with Disabilities

Section C Accountability Report 2019-2020

	Primary Disability	Secondary Disability	Related Service(s)	Dismissed from Services 2019-2020
1	Emotional Disability (K)		Social Work	
2	Specific Learning Disability (D)		None	
3	Specific Learning Disability (D)		Speech/Language	
4	Specific Learning Disability (D)		Social Work	
5	Other Health Impairment (L)		Occupational Therapy	
6	Speech and/or Language Impairment (I)		None	x
7	Speech and/or Language Impairment (I)		None	x
8	Other Health Impairment (L)		Social Work, Occupational Therapy	
9	Other Health Impairment (L)		None	
10	Other Health Impairment (L)		None	
11	Specific Learning Disability (D)		None	
12	Specific Learning Disability (D)	Speech and/or Language Impairment (I)	None	
13	Specific Learning Disability (D)		None	
14	Specific Learning Disability (D)		None	
15	Specific Learning Disability (D)		None	

Section C Accountability Report 2019-2020

	Primary Disability	Secondary Disability	Related Service(s)	Dismissed from Services 2019-2020
16	Specific Learning Disability (D)		None	
17	Autism (O)		Speech/Language, Occupational Therapy, Aide, BIP	
18	Speech and/or Language Impairment (I)		None	
19	Specific Learning Disability (D)		None	
20	Specific Learning Disability (D)		None	
21	Specific Learning Disability (D)	Emotional Disability (K)	Social Work	
22	Multiple Disabilities		Speech/Language, Occupational Therapy, Physical Therapy, Social Work, BIP, Assistive Device, Aide	
23	Hearing Impairment (F)	Other Health Impairment (L)	Audiology, Assistive Device	
24	Specific Learning Disability (D)	Other Health Impairment (L)	Occupational Therapy	
25	Developmental Delay (N)		Speech/Language:, Occupational Therapy	
26	Speech and/or Language Impairment (I)		None	
27	Specific Learning Disability (D)		None	
28	Specific Learning Disability (D)		None	
29	Other Health Impairment (L)		None	

Section C Accountability Report 2019-2020

	Primary Disability	Secondary Disability	Related Service(s)	Dismissed from Services 2019-2020
30	Specific Learning Disability (D)	Speech and/or Language Impairment (I)	Speech/Language	
31	Specific Learning Disability (D)	Other Health Impairment (L)	None	
32	Other Health Impairment (L)		Social Work	
33	Other Health Impairment (L)			
34	Speech and/or Language Impairment (I)		None	
35	Speech and/or Language Impairment (I)			
36	Specific Learning Disability (D)	Speech and/or Language Impairment (I)	Occupational Therapy	
37	Emotional Disability (K)		Social Work, Occupational Therapy	
38	Specific Learning Disability (D)		None	
39	Speech and/or Language Impairment (I)		None	
40	Hearing Impairment (F)	Specific Learning Disability (D)	Audiology, Assistive Device	
41	Hearing Impairment (F)		Audiology, Assistive Device	
42	Other Health Impairment (L)		Social Work, BIP	
43	Emotional Disability (K)		Social Work, Occupational Therapy, BIP	
44	Specific Learning Disability (D)		None	

Section C Accountability Report 2019-2020

	Primary Disability	Secondary Disability	Related Service(s)	Dismissed from Services 2019-2020
45	Other Health Impairment (L)		None	
46	Other Health Impairment (L)		Physical Therapy, Occupational Therapy	
47	Specific Learning Disability (D)		None	
48	504			
49	504			x
50	504			
51	504			
52	504			
53	504			
54	504			
55	504			x
56	504			
57	504			
58	504			
59	504			

Section C Accountability Report 2019-2020

	Primary Disability	Secondary Disability	Related Service(s)	Dismissed from Services 2019-2020
60	504			
61	504			
62	504			
63	504			
64	504			
65	504			
66	504			
67	504			
68	504			
69	504			
70	504			
71	504			
72	504			
73	504			
74	504			

Section C Accountability Report 2019-2020

	Primary Disability	Secondary Disability	Related Service(s)	Dismissed from Services 2019-2020
75	504			
76	504			
77	504			
78	504			
79	504			x
80	504			x

Section D: Personnel Credentials

2019-2020 Personnel Credentials

SECTION D:

Legal Last Name	Legal First Name	Position	Degree	Certification	Years Teaching
Albert	Jessica	Assistant	Bachelors	ParaPro	
Alvarado	Jesus	Custodian		No	
Anderson	Jacqueline	Assistant	Bachelors	Sub/ParaPro	
Barnett	Katherine	Teacher	Masters	Yes	15
Batz	William	Maint. Super.	Bachelors	No	
Blietz	David	Assistant	Bachelors	Substitute	
Bonczkowski	Kimberly	Teacher	Bachelors	Yes	4
Boniconro	Allison	Assistant	Bachelors	Yes	
Bredican	Deborah	Bookkeeper	Associates	No	
Byrd	Elizabeth	Assitant/Enrich Me	Bachelors	ParaPro	
Coonan	James	Teck Support	Bachelors	No	
Coyle	Shanna	School Nurse	Bachelors	Nurse	
Deigan	Geoff	Executive Director	Bachelors	No	
Dietzel Hershiser	Naomi	Dean of Envir. Curric.	Masters	Yes	7
Disalvo	Kimberly	Business Manager	Associates	No	
Fiorelli	Kyle	Sp. Ed. Teacher	Masters	Yes	3
Flaig	Carol	Environmental Leader	Bachelors	No	
Flinn	Joshua	PE Teacher/Title 1 Reading Spe.	Bachelors	Yes	4
Flood	Joshua	Teacher	Masters	Yes	7
Freeman	Robert	Teacher EL	Bachelors	Yes	6
Geoghan	Rebecca	Assistant	Bachelors	Yes	
Gernady	Anne	School Psychologist	Masters	Yes	
Gozon	Fatima	AfterCare	Diploma	No	
Hahn	Lynn	Teacher	Bachelors	Yes	17
Hansis	Laura	Assistant	Bachelors	ParaPro	
Hershiser	Michael	Teacher	Masters	No	15
Hodapp	Christine	Capacity Builder	Diploma	No	
Hodapp	Jack	AfterCare Assistant	Diploma	No	
Hurwitz	Samuel	Teacher	Bachelors	Yes	2
Huska	Melinda	Sp. Ed. Teacher	Masters	Yes	9
Jackson	Heather	Teacher	Bachelors	Yes	7
Jeffery	Christine	Teacher	Bachelors	Yes	16
Jensen	Elle	Assistant	Bachelors	Yes	
Johnson	Matthew	Assistant/Teacher	Bachelors	Yes	
Johnson	Patricia	Reading Teacher	Bachelors	Yes	14
Klug	Rachel	Teacher	Bachelors	Yes	3
Krause	Sydney	AfterCare Assistant	Diploma	No	
Krueger	Lindsey	One-on-One Teacher Assit.	Bachelors	ParaPro	
Larson	September	Teacher	Masters	Yes	8
Leve-McClevey	Wendy	One-on-One Teacher Assist.	Bachelors	Substitute	
Loustaunau	Christopher	P. E. Teacher	Masters	Yes	4
Loustaunau	Jessica	Dir. of Spec. Ed	Masters	Yes	7
Martinez	Ashley	Sp. Ed. Teacher	Masters	Yes	7

Legal Last Name	Legal First Name	Position	Degree	Certification	Years Teaching
McGeever	Jana	Teacher	Bachelors	Yes	11
McKee	Marjorie	Teacher	Masters	Yes	6.5
McNally	Sydney	Teacher	Bachelors	Yes	2
Meyer	Caryn	Social Worker	Masters	Yes	22
Moriello	Nicholas	Custodian	Diploma	No	
Mudge	Lisa	Assistant	Bachelors	No	
Mui	Katherine	Teacher	Bachelors	Yes	2
Nasir	Nasreen	After Care	Bachelors	No	
Neil	Susan	Teacher	Bachelors	Yes	4
Ottaviani	Megan	Teacher	Bachelors	Sub/ParaPro	2
Owen	Nicole	Assistant	Masters	TA License	
Parker	Julianna	Teacher	Masters	Yes	9
Plucinski	Melissa	Sp. Ed. Teacher	Masters	Yes	11
Psimaras	Laura	Assistant	Masters	Yes	
Reeder	Brandon	AfterCare Assistant	Diploma	No	
Reidy	Nancy	One-on-One Teacher Assist.	Masters	Yes	
Roman-Ahlgrim	Lisette	Teacher	Bachelors	No	8
Seitz	Brooke	Assistant	Bachelors	Yes	
Siegel	Forrest	Assistant	Diploma	ParaPro	
Siegel	Janette	Executive Admin. Assist.	Diploma	No	
Siegel	Quentin	Assistant	Diploma	No	
Smetters	Felicia	Assistant	Bachelors	Yes	
Spencer	Kaela	One-on-One Teacher Assist.	Bachelors	ParaPro	
Steinbeck	Tammy	Assistant	Masters	Substitute	
Stewart	Sarah	Teacher	Bachelors	Yes	6
Stewart	Scott	Assistant	Associates	ParaPro	
Thomas	Andrew	Teacher	Bachelors	Yes/ Sub	6
Tomei	Susan	One-on-One Teacher Assist.	Bachelors	Sub/ParaPro	
Trage	Helen	Assistant	Bachelors	Yes	
Turner	Roxanne	Teacher	Bachelors	Yes	5
Venegoni	Danielle	Culture Coach	Masters	Yes	5
Verenski	Frances	Administrative Assistant	Masters	Substitute	
Wright	Theresa	Assistant	Bachelors	Yes	
Zamiar	Robert	Dean	Masters	Yes	19
Zaragoza	Peter	Assistant	Diploma	ParaPro	
Zimmerman	Kristen	Assistant	Bachelors	Substitute	
Contactors Legal Last Name	Legal First Name	Position	Degree	Certification	Years Teaching
Caruth	Laura	Speech Pathologist	Masters	Yes	
Jacobs	Jim	Band Instructor		No	
Kruse	Norma	Hearing Itinerant	Masters	Yes	
Vanderbilt	Katie	Occupational therapist	Bachelors	Yes	
Clifton	Sherry	Physical Therapist	Masters	Yes	
Johnson	Renee	Physical Therapist	Masters	Yes	

Section E: Best Instructional Practices







Kindergarten Unit of Study 2019 - 2020

Note: Click in the upper left corner to show the document outline. You can click on the links to view each day in the choice board.


Choice Board Week 1 Day 1

Wednesday, April 1st

Please note: If there is a worksheet attached in an activity, you do not need to print it out (unless you want to). You can have your child do the work on a separate sheet of paper, white board, chalk board, etc. When showing attendance, please post to your child's journal, not the blog. I will state on an assignment if an item can go on the blog.









 <p>Complete the activity in the light yellow block. Then, pick one purple activity and one green activity. Optional: Take a picture or video of one activity you did in ELA and post to Seesaw blog for your friends to see!</p>	 <p>Complete the activity in the light yellow block. Then complete two more activities.</p>	 <p>And Environmental Ed. Complete the activities in the light yellow block.</p>	 <p>And PBIS Complete the activity in the light yellow block. Then pick one more activity.</p>	 <p>Pick one activity each day. You can skip one day. Pick a different Special each day.</p>
<p>Read to yourself for at least 20 minutes and review the sight words for this week: Play, Put, Ran</p>	<p>Complete the Activity of the Day https://sites.google.com/mathlearningcenter.org/math-at-home/kindergarten If you are looking for</p>	<p>What is the weather today? Complete your weather observation sheet. Click HERE for directions.</p>	<p>Here is a map of our world. Can you find our country, United States, or USA, on the map? To help you, here is a map of our country. https://images.app.goo.gl/zMJetusCNvJCSpLQA</p>	 <p>Music Choice Board Week 1</p>



	additional math to do, scroll down to the bottom and check out 'Additional Resources.'			
Go on a nature walk or look in your backyard for 10 nature items. Decide what letter each item begins with. Write the word. Draw a picture and write a sentence that includes that word.	Pick cards from a deck of cards. Write tally marks to show how many on each card.	The spring peepers, a type of frog common in this area, are becoming active. Watch these two videos to learn about them. Can you hear any spring peepers in your neighborhood? (note: the second video is in the block below) Spring peeper video 1	Double Play! This activity can double for both a math and social studies choice if you play twice. Play the game Old Maid. Directions are Here . It's the second game in the video. <i>Consider these questions: How do people feel when they win or lose a game? What should you do if you do not win? What can you say to your partners if they win or do not win?</i>	 Art Choice Board Week 1
Do Read to Someone: Sit with another person or with your stuffy and read books to them. If an adult approves, try bringing your books outside and enjoying nature as you read. You can explain the	Have an adult help you to sort socks. Pair them up and then count by twos to determine how many pairs you made.	Spring peeper video 2	Think about a time when you had to be patient. What were you waiting for? Was it hard to wait? Were you happy with the end result?	 Spanish choice board - Week 1

<p>pictures, read the words, or both.</p>				
<p>Write the sight words, Play, Put, Ran. Read them to an adult. Write a sentence for 2 of the words. Challenge: Can you write a sentence for all 6 words?</p>	<p>Can you count to 100 by ones and tens? Challenge: Try to count to 100 by 2's and 5's!</p>			 <p>Kindergarten PE Choice Board Week 1</p> <p>or</p> <p>Links on Google Doc</p>
<p>Practice reading the following words with the long <i>a</i> sound. Can you think of more words that make the long 'a' sound?</p> <p>Rake, cake, take, fate, rate, date, mate, state</p>				


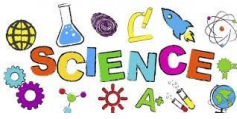




Choice Board Week 1 Day 2



Thursday, April 2

 <p>Complete the activity in the light yellow block. Then, pick one purple activity and one green activity.</p>	 <p>Complete the activity in the light yellow block. Then complete two more activities.</p>	 <p>And Environmental Ed. Complete the activity in the light yellow block plus one more activity. Take a picture or video and post one pink activity to the blog.</p>	 <p>And PBIS Complete the activity in the light yellow block. Then pick one more activity.</p>	 <p>Pick one activity each day. You can skip one day. Pick a different Special each day.</p>
<p>Read to yourself for at least 20 minutes and review the sight words for this week: <i>Play, Put, Ran</i></p>	<p>Complete the Activity of the Day https://sites.google.com/mathlearningcenter.org/math-at-home/kindergarten</p>	<p>What is the weather today? Complete your weather observation sheet. Click HERE for directions.</p> 	<p>Watch this video of the book, Me on the Map https://www.youtube.com/watch?v=21keh7LS8K8 Then see if you can find our state of Illinois on the map linked below: https://images.app.goo.gl/zMJetusCNvJCSpLQA</p>	 <p>Music Choice Board Week 1</p>
<p>Here is a worksheet that will help you practice the digraphs <i>Sh Ch Th</i>. Find it here.</p>	<p>Play War: Directions are here This game is for two players.</p>	<p>Write down 3 ways you can stay healthy and draw a picture of you doing those things.</p>	<p>Send a card. email/ text/ or video to someone who might need cheering up.</p>	 <p>Art Choice Board Week 1</p>

<p>Read these words to your child and have them practice writing each word by sounding out the letters as they write:</p> <p>Pig, Mop, Net, Cat, Pen, Bus, Big, Hat</p> <p>Challenge: Can you write a sentence using one of these words?</p>	<p>Help bake a cake or cookies make sure to measure and count the different ingredients.</p>	<p>Scoop up some dirt. Examine what you see in the pile of dirt. Record what you see, for example, Are there rocks, bugs, etc. in the pile? How many of each item are there?</p>	<p>What is something that you are good at now but were not good at before?</p> <p>For example, doing the monkey bars.</p>	 <p>Spanish choice board week 1</p>
<p>Log onto Raz kids and listen to reading for 20 minutes</p>	<p>Play “What’s my Number” with someone.Here are the directions.</p>	<p>Look at your succulent plant that we planted in EE with Ms. Naomi. How is your plant different than when you first brought it home? Is it the same? Draw a picture of your plant and write a sentence to describe what it looks like.</p>	<p>Pick a person who is your hero. Draw a picture and label the superpowers that person has. ie helpful, nice, smart, caring, strong, ect.</p>	 <p>Kindergarten PE Choice Board Week 1</p> <p>or</p> <p>Links on Google Doc</p>
<p>Rainbow write the sight words, Play, Put, and Ran. Think of 5 words that rhyme with each sight word. Try to spell them!</p>	<p>Start counting forward (to 100) from the following starting points:</p> <p>11 24 36 49</p>			





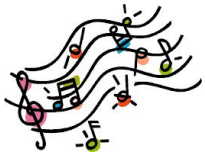
Friday, April 3rd

<p>Language Arts </p> <p>Complete the activity in the light yellow block. Then, pick one purple activity and one green activity.</p>	<p>MATH ROCKS</p> <p>Complete the activity in the light yellow block. Then complete two more activities.</p>	<p> SCIENCE</p> <p>And Environmental Ed. Complete the activity in the light yellow block plus one more activity. Take a picture or video and post one pink activity to the blog.</p>	<p>SOCIAL STUDIES </p> <p>And PBIS Complete the activity in the light yellow block. Then pick one more activity.</p>	<p>Specials</p> <p>Pick one activity each day. You can skip one day. Pick a different Special each day.</p>
<p>Read to yourself for at least 20 minutes.</p> <p>Review the sight words for this week: Play, Put, Ran</p>	<p>Complete the Activity of the Day https://sites.google.com/mathlearningcenter.org/math-at-home/kindergarten</p>	<p>What is the weather today? Complete your weather observation sheet. Click HERE for directions.</p> <p></p>	<p>Look again at the map of our country, the United States. Can you count how many states there are? Can you name any other states? https://images.app.goo.gl/zMJetusCNvJCSpLQA</p>	<p></p> <p>Music Choice Board Week 1</p>
<p>Using pictures and words, start to write a true story about something that really happened. Your story should have a beginning, a middle, and an end. Number your pages at the top. When</p>	<p>Rainbow write your numbers 1-30.</p>	<p>The spring peepers are peeping, vultures are circling and crocus are emerging - track it all with this phenology ABC printable. https://go.aws/2UxEgOm</p> <p>To use, find spring things in nature, for example, b is for buds on trees,</p>	<p>Look at your favorite stuffy. Does it have a superpower? If not, what kind of superpower would you give it? Why?</p>	<p></p> <p>Art Choice Board Week 1</p>

you finish working on your story, read it to someone. But you don't have to finish it today :)		plants.		
Build a fort and read books for 20 minutes. Draw a picture of your fort and add labels to your picture.	Make these cool binoculars and look for shapes indoors or outside. https://theimaginationtree.com/shape-binoculars-and-shape-hunt-maths/ When you find a shape, tell an adult if it is 2 dimensional or 3 dimensional.	Draw a picture of a snowman. Decide if the snowman (or snowlady) would survive the weather today. Is it cold enough or is it too warm for the snow person outside? Can you write a sentence to explain?	Think of a rule you have at home. Why is it important to follow that rule?	 Spanish choice board - week 1
Find five items in your home or outside that start with the digraph <i>ch</i> - For example, cheese. Build one of the words using items from outdoors or inside. For example, pebbles, socks, etc.	Make a picture. You can only use circles, squares, rhombus, trapezoids, and rectangles.	Put an ice cube in an empty glass. What do you notice? Can you find a way to make it melt faster or slower? Try to write a sentence to explain.	Think about kindness. Why is it important to be kind? For example, I like to be kind because it makes other people feel good.	 Kindergarten PE Choice Board Week 1 or Links on Google Doc

Choice Board Week 1 Day 4


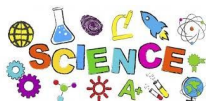


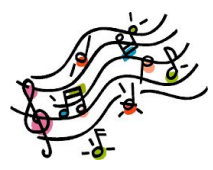
Monday, April 6th

<p>Language Arts </p> <p>Complete the activity in the light yellow block. Then, pick one purple activity and one green activity.</p>	<p>MATH ROCKS</p> <p>Complete the activity in the light yellow block. Then -complete two more activities.</p>	<p> SCIENCE</p> <p>And Environmental Ed.</p> <p>Complete the activity in the light yellow block plus one more activity. Post a picture of your favorite spring observation to the blog.</p>	<p>SOCIAL STUDIES </p> <p>And PBIS</p> <p>Complete the activity in the light yellow block. Then pick one more activity.</p>	<p>Specials</p> <p>Pick one activity each day. You can skip one day. Pick a different Special each day.</p>
<p>Read to yourself for at least 20 minutes and review the sight words for this week: Play, Put, Ran</p>	<p>Complete the Activity of the Day https://sites.google.com/mathlearningcenter.org/math-at-home/kinergarten</p>	<p>What is the weather today? Complete your weather observation sheet. Click HERE for directions.</p> <div data-bbox="698 1344 925 1543">  </div>	<p>A map is a way to show other people where things are. Draw a map of a room in your house. Try to label the items so people know what they are. Here is a sample picture. Take a picture of your map and post to Seesaw blog.</p>	<p></p> <p>Music Choice Board Week 1</p>

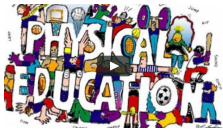
<p>Practice the digraph <i>th</i>- by coming up with at least eight words.</p> <p>For example, that.</p> <p>th song</p>			<p>How can you share with someone today?</p> <p>For example, letting a sibling play with your stuffy</p>	 <p>Art Choice Board Week 1</p>
<p>Go outside and find letters made out of nature items, for example, a stick that looks like a 'y' or a wood chip in the shape of a 'p', etc.</p>			<p>Thank an adult for something kind they have done for you.</p>	 <p>K Spanish Choice Board - Week 1</p>
<p>Practice spelling the following words by sounding them out:</p> <p>chimp fork fish mug rink desk</p> <p>Challenge: write a sentence using two of the words!</p>	<p>Look around your house or go outside and search for three objects that have the shape of a triangle. Write down what you found. Do this again for a rectangle, circle, and rhombus. Challenge: Can you find a hexagon inside or outside?</p>		<p>Let someone else go first.</p> <p>For example, through a door or pick first.</p>	 <p>Kindergarten PE Choice Board Week 1</p> <p>or</p> <p>Links on Google Doc</p>
<p>Find the mistakes in this sentence and write the</p>				

<p>sentence correctly.</p> <p><i>sPRING is fun i am so excited? whaT will u do today.</i></p>				
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Choice Board Week 1 Day 5

<p>Language Arts </p> <p>Complete the activity in the light yellow block. Then, pick one purple activity and one green activity.</p>	<p>MATH ROCKS</p> <p>Complete the activity in the light yellow block. Then complete two more activities.</p>	<p> SCIENCE</p> <p>And Environmental Ed.</p> <p>Complete the activity in the light yellow block plus one more activity.</p>	<p>SOCIAL STUDIES </p> <p>And PBIS</p> <p>Complete the activity in the light yellow block. Then pick one more activity.</p>	<p>Specials</p> <p>Pick one activity each day. You can skip one day. Pick a different Special each day.</p>
<p>Read to yourself for at least 20 minutes and review the sight words for this week: Play, Put, Ran</p>	<p>Complete the Activity of the Day https://sites.google.com/mathlearningcenter.org/math-at-home/kindergarten</p>	<p>What is the weather today? Complete your weather observation sheet. Click HERE for directions.</p> <p></p>	<p>Continue working on the map of a room in your house or make another map of a room in your house if you are finished. Optional: You can upload to Seesaw blog for your friends to see!</p>	<p></p> <p>Music Choice Board Week 1</p>
<p>Using pictures and words,</p>	<p>Have your child go out and find</p>	<p>Compare and contrast: How is</p>	<p>Determine which of the</p>	


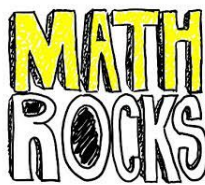



<p>continue to write a true story about something that really happened, a True Story. Your story will need to have a beginning, a middle, and an end. Number your pages at the top. When you finish your story, read it to someone. You can also upload a video and read it to Mrs. Byrd and I!</p>	<p>20 rocks, pebbles or something else from nature that they can write their numbers on from 1-20. Mix them up and have your child arrange them in order, starting with 1, then starting with a higher number and continue to 20. Line up some numbers and leave spaces in between for them to fill in the spaces with the remaining numbers in order! https://theimaginationtree.com/number-pebbles-maths-games-activity/</p>	<p>today's weather different from yesterday? What is the same and what is different?</p>	<p>following scenarios are respectful and not respectful and talk to an adult about it.</p> <ol style="list-style-type: none"> 1. Your parents don't let you go to your friend's house. You are mad and tell them you don't agree and would like some alone time. 2. You are in a library reading a really funny book. You laugh out loud and yell to your friend that she has to come and see what you're reading. 	<div data-bbox="1218 247 1421 367" data-label="Image"> </div> <p>Art Choice Board Week 1</p>
<p>Practice matching upper and lower case letters. Write the upper case letters on individual cards and then write the lower case letters on individual cards. Practice matching them up and putting them in order.</p>	<p>Fruits with seeds: Pick a fruit. Make a prediction about how many seeds it'll have. How many seeds did you find in it? Then go outside. Can you find an item in nature with seeds inside of it? Hint: seed pods, old flowers.</p>	<p>Make predictions about whether the following items will roll: always, never or sometimes.</p> <ol style="list-style-type: none"> 1. book 2. pen 3. tissue 4. shoe 5. paper plate 6. water bottle <p>Were your</p>	<p>How are you respectful to yourself?</p> <p>For example, I am respectful to my body when I eat healthy foods.</p>	<div data-bbox="1201 1344 1404 1402" data-label="Image"> </div> <p>Spanish choice board week 1</p>




		predictions accurate or did they change?		
Practice sight words or letters with a game of tic tac toe https://www.plaiddoughtoplato.com/wp-content/uploads/2016/01/Free-Sight-Word-Tic-Tac-Toe.jpg	Complete the Follow Up in the Activity of the Day in the Math Learning Center https://sites.google.com/mathlearningcenter.org/math-at-home/kinergarten	Go for a walk. Are there any remaining signs of winter left? Click HERE to see the winter/spring observation chart.	How can you be respectful in the classroom? For example, I am respectful in the classroom when I put the caps on markers so they won't dry out.	 Kindergarten PE Choice Board Week 1 or Links on Google Doc
Go to ABC Mouse and play a literacy game for 20 minutes. Here is the link.				

Choice Board Week 2 Day 1

Wednesday, April 8th

Please note: If there is a worksheet attached in an activity, you do not need to print it out (unless you want to). You can have your child do the work on a separate sheet of paper, white board, chalk board, etc. You do not need to share pictures of every activity completed. Feel free to share a picture or two each day, although this is not required. We are always happy to hear from you and see what you did for the day, however!






 <p>Complete the activity in the light yellow block. Then, pick one purple activity and one green activity.</p>	 <p>Complete the activity in the light yellow block. Then complete two more activities.</p>	 <p>And Environmental Ed. Complete the activity in the light yellow block plus one more activity.</p>	 <p>And PBIS Complete the activity in the light yellow block. Then pick one more activity.</p>	 <p>Pick one activity each day. You can skip one day. Pick a different Special each day.</p>
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<p>Read to yourself for at least 20 minutes and review the sight words for this week: Read, Run, Sat</p>	<p>Complete the Activity of the Day https://sites.google.com/mathlearningcenter.org/math-at-home/kindergarten</p>	<p>What is the weather today? Complete your weather observation sheet. Click HERE for directions.</p> 	<p>Walk outside or look outside and think about your neighborhood. What do you see? Draw a picture and label some things in your neighborhood. (examples are houses, cars, stores, car sales, restaurants, etc). Do you think those things were there when your grandparents were kids?</p>	 <p>Week 2 Music Choice Board</p>
<p>Decide which of the following punctuation is appropriate for the following sentences: . ? !</p> <p>Happy Birthday___ I like lasagna ___ Do you like video games___</p> <p>Now write 3 of your own sentences using . ? and !</p>	<p>Listen to the Shape Song. Find a circle, rectangle, square and triangle around your house.</p>	<p>Look for a tree in your backyard or neighborhood. Think about what the tree looks like during each season: spring, summer, fall, and winter. What changes do you notice?</p>	<p>I Wonder Question Ask this question to your child. What do you think would happen if there were no water in our house?</p> <p>When they are done with their answer. This would be a great time how people used to live with no running water. They had to get water from a well and bring it to their home.</p>	

Write two sentences for each of the sight words: Read, Run, and Sat.	Listen to Count by 100 Song . Group objects (Cheerios, pennies, blocks marshmallows, ect. into groups of 10 and count how many you have.	Look for an old photograph of yourself. What are some differences and similarities from then and now?	Scenario: Your friend is playing blocks with themselves but you are already playing a game of tag with your other friends. What can you do to include your friend playing blocks?	 Kindergarten Art Menu Week 2
Read 2 books. Pick your favorite. Write down 2 reasons you like it more than the other book.	Start counting forward (to 100) from the following starting points: 19 31 45 62		Send a card /email/ text/ or video to someone who might need cheering up.	 Week 2 Choice Board - Google Slide Or Week 2 Choice Board - Google Doc
Read for 20 minutes on Raz kids.	Take out pennies and nickels. Count how much money you have. If you feel like a challenge, use dimes too.			Week 2 Choice Board - Google Doc





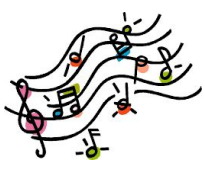
Choice Board Week 2 Day 2

Thursday, April 9

<p>Language Arts </p> <p>Complete the activity in the light yellow block. Then, pick one purple activity and one green activity.</p>	<p>MATH ROCKS</p> <p>Complete the activity in the light yellow block. Then complete two more activities.</p>	<p> SCIENCE</p> <p>And Environmental Ed. Complete the activity in the light yellow block plus one more activity.</p>	<p>SOCIAL STUDIES </p> <p>And PBIS Complete the activity in the light yellow block. Then pick one more activity.</p>	<p>Specials</p> <p>Pick one activity each day. You can skip one day. Pick a different Special each day.</p>
<p>Read to yourself for at least 20 minutes and review the sight words for this week: Read, Run, Sat</p>	<p>Complete the Activity of the Day https://sites.google.com/mathlearningcenter.org/math-at-home/kindergarten</p>	<p>What is the weather today? Complete your weather observation sheet. Click HERE for directions.</p> <div data-bbox="703 1255 922 1476">  </div>	<p>Please have your child listen to the PBIS book. Mrs. Meyer and Mrs. Gernady will be talking about it on Friday in our Zoom room.</p>	<p></p> <p>Week 2 Music Choice Board</p>
<p>Listen to the ch Song. Write 5 words that have ch in them.</p>	<p>Listen and count by 5 with the Count by 5 song</p>	<p>Make predictions about whether the following items will roll: always, never or sometimes.</p> <p>1. paperclip 2. crayon</p>	<p>Think more about your neighborhood. Did it always look like it does now? How do you think it looked fifty years ago? Here is a picture</p>	<p>ESPAÑOL</p>

		3.penny 4.bean 5.cottonball 6.block Were your predictions accurate or did they change?	of Grayslake in 1940. Here is a picture of how Gurnee looked. That was 80 years ago! How are these pictures the same and different as a picture 2020?	
Write down as many words as you can in the -and family. They can be real or nonsense words. For example, sand, mand, etc. Read your words to someone.	Use playdough to make a sphere, cone, and cube.	Decide which of the following items are living or non-living items: Tree Frog Fish Backpack Pie Book Plant Kid		 Kindergarten Art Menu Week 2
Practice saying the following words with the long o sound: Oval Cone Boat Hole Note Role Can you think of any other words with a long o sound?	Count how many stuffed animals you have.			 Week 2 Choice Board - Google Slide Or Week 2 Choice Board - Google Doc
Read to your favorite stuffed animal, pet, or family member.				

Friday, April 10th

<p>Language Arts </p> <p>Complete the activity in the light yellow block. Then, pick one purple activity and one green activity.</p>	<p>MATH ROCKS</p> <p>Complete the activity in the light yellow block. Then complete two more activities.</p>	<p> SCIENCE</p> <p>And Environmental Ed.</p> <p>Complete the activity in the light yellow block</p>	<p>SOCIAL STUDIES </p> <p>And PBIS</p> <p>Complete the activity in the light yellow block. Then pick one more activity.</p>	<p>Specials</p> <p>Pick one activity each day. You can skip one day. Pick a different Special each day.</p>
<p>Read to yourself for at least 20 minutes and review the sight words for this week: Read, Run, Sat</p>	<p>Complete the Activity of the Day https://sites.google.com/mathlearningcenter.org/math-at-home/kingergarten</p>	<p>What is the weather today? Complete your weather observation sheet. Click HERE for directions.</p> <p></p>	<p>I Wonder Question: What would it be like to have no car? Let your child answer the question, then discuss how people did not have cars in the past. Discuss how people used horses and wagons. Before horses were brought to the US they had to walk everywhere.</p>	<p></p> <p>Week 2 Music Choice Board</p>
<p>Decide which of the following punctuation is appropriate for the following sentences: . ? ! What a happy ending ____ I like to read ____</p>	<p>Pick an activity to do in Kindergarten IXL Math. You can complete the example problems without signing in. IXL Math</p>	<p>Enjoy the sights and sounds of the outdoors by sitting quietly and observing. What do you hear and see?</p>	<p>Complete this worksheet and determine what are good choices and bad choices by placing them in their correct column.</p>	<p>ESPAÑOL</p>



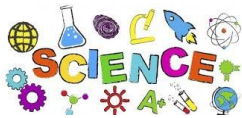




<p>How are you ____</p> <p>Then say or write a sentence of your own for each punctuation mark.</p>				
<p>Practice saying the following words with the short <i>u</i> sound:</p> <p>Fun Tub Run Hum Hug Mud</p> <p>Then try to write the words. Challenge: write as many rhyming words as you can for one(or more) of the words!</p>	<p>Count to 100 with the Count to 100 Song.</p>		<p>Fill an adult's bucket today by complimenting them.</p>	 <p>Kindergarten Art Menu Week 2</p>
<p>Pick one of your favorite stuffed animals. Pretend it could talk, and write a story about what it would say.</p>	<p>Play ABC Mouse computer math game for 20 minutes. Here is the link.</p>			 <p>Week 2 Choice Board - Google Slide</p>
<p>Complete this sentence:</p> <p><i>On the first day of kindergarten, my favorite book was _____.</i></p> <p><i>Now, my favorite book is _____.</i></p> <p>You may be able</p>				<p>Or</p> <p>Week 2 Choice Board - Google Doc</p>




to read more now. Has your favorite book changed or is it still the same?				
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Choice Board Week 2 Day 4 and 5

E-learning Choice Board
April 13 - 17, 2020

Please note: If there is a worksheet attached in an activity, you do not need to print it out (unless you want to). You can have your child do the work on a separate sheet of paper, white board, chalk board, etc.

		 <p>And Environmental Ed.</p>	 <p>And PBIS</p>	
<p>Read for at least 20 minutes. Click here for some reading ideas.</p>	<p>Complete the Activity of the Day Math at Home - Kindergarten</p>	<p>Pick a living thing to observe over time. Here are the directions. Optional: Post your picture and description to Seesaw blog for all to see!</p>	<p>Watch these videos from Suzanne Slade, the children's author that came to visit our class.</p> <p>https://youtu.be/mYcnCH7Z9zq</p> <p>https://youtu.be/pdVpLQikOSM</p> <p>https://youtu.be/gQPacSpvfVo</p>	 <p>Music Choice Board Week 3</p>
<p>Review the weekly sight words: <i>Saw, Say, She</i></p> <p>Click here for sight word practice ideas</p>	<p>Listen and count by 2 to the Count by 2 Song</p>	<p>Click HERE to do the weekly spring observation.</p>	<p>Do you miss your friends at school? What are some ways you can let them know?</p>	

After viewing the Suzanne Slade videos in the Social Studies box, write Ms. Slade a letter and share it with me. I will send it to her!	Take a cup and count how many objects(Cheerios, marshmallows, pennies, etc.) it takes to fill the cup.	Use this worksheet to compare events that may happen in the day, night, or both times.	Think about safety. What are some ways you are safe when riding in a car or riding your bike? Why are those reasons important?	 Kindergarten Art Menu Week
Listen to reading with Raz-Kids or use ABC Mouse for free with the promo code: SCHOOL2547	Get some nickels and pennies. How many nickels does it take to make 25? How many pennies does it take to make 25? Why does it take less nickels to make 25?	Go outside and find items you could use to measure your height, for example, wildflowers and sticks. How many flowers or sticks tall are you? You can do this indoors with indoor items too.	What do you want to be when you grow up? Draw a picture of you doing that job.	 Week 3 Choice Board - Google Slide Or Week 3 Choice Board - Google Doc
Listen to Sh Song . Write 5 words that have a sh-sound at the beginning. Challenge: Write 5 words that have a -sh sound at the end!	Play a board game that has dice or spinners to move spaces.	Create a balance beam by tying a bowl or container to each end of a large stick. Balance the stick over a solid object (like a fence or large rock). Gather some items in nature. Determine which item weighs more or less than others.	How are you respectful to your teachers? For example, I am respectful to my teachers by following directions.	 EnrichMe Find the board here .
Practice writing letters and words using correct letter formation. Handwriting paper is linked here as well as letter and	Go outside and play hopscotch. Here are the directions.	Go outside and see what happens when you mix dirt with water. Does it change if you add rocks or other materials?	Go outside and take a walk. Talk to the birds and other animals and ask them what it's like to be that animal. You can write or	

number charts. All letters start at the TOP.			record what you think they would say back to you.	
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Prairie Crossing Charter School

Integrated Environmental Unit

Land and Culture

Authors: Melissa Kulbeda and Kelly Smith

Edited 5/1/2020



Sponsored by Institute for the Integration of Environmental Education

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Unit Overview

Unit Title: Land and Culture

Grade level: 1st and 2nd

Time Frame: 22 lessons – to be done in the spring so that students can get outside

Overarching Question: How does my environment connect to my community?

Essential Questions:

- What is a culture?
- What is a landform?
- How do the environment and culture affect each other?
- What cultures influence my family?

Enduring Understandings:

- Students will understand that culture is learned behavior that includes customs, beliefs, rules, and ways of life including: language, food, shelter, and clothing.
- Students will understand their family is influenced by difference cultures and will be able to identify those cultures.
- Students will understand that the environment helps shape the culture and in turn the culture helps to shape the environment.

Knowledge and skills:

Standards:

Common Core Standards

Literature

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.
- RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3 Describe how characters in a story respond to major events and challenges.

Informational Text

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Writing

- W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Illinois Learning Standards for Social Science

- **SS.IS.1.K.-2:** Create questions to help guide inquiry about a topic with guidance from adults
- **SS.IS.2.K-2:** Explore facts from various sources that can be used to answer the developed questions. and/or peers
- **SS.IS.3.K-2:** Gather information from one or two sources with guidance and support from adults and/or peers.
- **SS.IS.4.K-2:** Evaluate a source by distinguishing between fact and opinion.
- **SS.CV.1.1:** Explain how all people, not just official leaders, play important roles in a community.
- **SS.CV.2.2:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority
- **SS.G.1.2:** Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.
- **SS.G.2.2:** Identify some cultural and environmental characteristics of your community and compare to other places.
- **SS.G.3.2:** Explain how people in your community use local and distant environments to meet their daily needs.
- **SS.H.2.1:** Describe individuals and groups who have shaped a significant historical change.
- **SS.H.3.2:** Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.

Next Gen Science Standards

- **2-ESS2-2** Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Illinois Fine Art Goals

- **VA:Cn11.1.1 a.** Understand that people from different places and times have made art for a variety of reasons.
- **VA:Cn11.1.2 a.** Compare and contrast cultural uses of artwork from different times and places.
- **MA:Cn11.1.1 a.** Discuss and describe media artworks in everyday life (for example, popular media, connections with family and friends).
- **MA:Cn11.1.1 b.** Interact appropriately with media arts tools and environments, considering safety, rules, and fairness
- **MA:Cn11.1.2 a.** Discuss how media artworks and ideas relate to everyday and cultural life (for example, media messages, media environments).

Assessments:

- Passport Pages – throughout the unit
- Lesson 10 – diorama about Yangtze River
- Lesson 13 – Nature Journal entry
- Lesson 14 – chart of food and shelter choices for given island
- Lesson 16 – etching and pattern used to make etching
- Lesson 17 – Nature Journal entry
- Lesson 18 – Group Poster
- Lesson 20 – African Tale
- Lesson 21 – Nature Journal entry
- Lesson 22 – Assessment: Cultures of my family poster and rubric

Lesson Overviews

Lesson 1	What is a landform?
Lesson 2	What is culture?
Lesson 3	What is culture?
Lesson 4	What is culture?
Lesson 5-8	North American Continent & Plateau Landform (Canada, Plateau)
Lesson 9-12	Asian Continent & River Landform (China, Yangtze River)
Lesson 13-16	Australian Continent & Island Landform (New Zealand, Island)
Lesson 17-20	African Continent & Plains Landform (Kenya, Plains)
Lesson 21-22	My Culture

Lesson 1

What is a landform?

Overview: Students are introduced to the vocabulary terms that have to do with landforms. They will make a booklet of landforms and label them with the landform name.

Essential Question: What is a landform?

Key Concepts and Vocabulary:

Landform	Mountain	Valley	River	Lake
Plateau	Hill	Island	Ocean	Peninsula
Coast	Bay	plain		

Student Performance Objectives: The students will...

- Understand what a landform is
- Identify various landforms

Time Required: 1 hour

Special Requirements: none

Assessments/ Performance Tasks:

- Students will complete a landform booklet and then label the landforms

Materials needed/ Advanced preparation required:

- Cut brown, green, and blue construction paper in half (or fourths, if you are using large construction paper sheets) so that each student has 4 green, 3 blue, and 2 brown pieces of paper.
- Scissors
- Glue
- Landform Booklet Labels- 1 for each student

Background Information:

The teacher should know the landforms described. It would also be helpful to have completed a booklet of your own so that you can give clear instructions and have an example on hand.

Learning Activities/ Procedure:

1. Each student will need the materials for creating their landform book: 4 green, 3 blue, 2 brown sheet of construction paper; scissors, glue, and the worksheet of labels. In my classroom we will pass out the labels at the end, but you could pass them out at the beginning if you'd like.
2. Tell the students that their goal at the end of the lesson is to know what a landform is and to be able to name and describe some landforms that they will learn about today.
3. Ask the students to pick up a blue and green piece of paper and set the others aside for the moment. Start by holding the green piece of paper and have the students fold it in half "like a hotdog bun" and then cut a half circle, a bit bigger than a quarter, from the middle. Glue the green circle that was just cut out onto the blue sheet and tell the students that they just made an island, which is land surrounded on all sides by water. Glue the rest of the green sheet to the back side of the blue paper to make a lake, explaining that a lake is a body of water completely surrounded by land. Then set that page aside.
4. Take another blue and another green piece of construction paper. Hold the green paper and cut out a thumb shape, although it should be bigger than a thumb. Glue the green cut-out piece to the blue paper, which is now a peninsula, or land surrounded on 3 sides by water. Glue what is left of the green paper to the reverse side of the blue paper to represent a bay, which is water surrounded on three sides by land. Then set this page aside.
5. Take another set of blue paper and green paper. Hold it so that the long side is at the bottom and cut a wavy line at the middle. Now there are two pieces of green paper. Take one of the pieces of green paper and find the middle again. Cut another wavy line. Use both "ends" of the green construction paper (the pieces with the wavy edges in the middle and the straight edges on the other sides) and glue them onto the blue paper so that the straight green edges line up on the blue edges with a blue stripe in the middle. That's a river, which is a large stream of water that runs through the land to another body of water.
6. With the leftover pieces of wavy construction paper, have the students cut down one side to make it flat, and then glue it to the other side of the blue paper. This will represent the ocean, a large body of saltwater, and coast, where the land meets a large body of water.
7. Take the last green piece of paper and cut out a rounded bump that's not very big. This will be a hill. Then the students should cut out two tall triangles from the green paper and cut the top off of one to represent a mountain and a plateau. Glue the green pieces to one side of the brown paper to make a hill, mountain, and plateau with valleys in between. Define each of the landforms for the students as they glue them to the paper. Turn over the brown paper over and tell the students that it represents a plain, or a large area of flat grassy land.
8. The leftover brown piece of paper is their cover for their book. They can glue the title square and write their names. On the inside of that page they should glue the definition of landform.
9. You can hole-punch and bind the books, but it might be easier just to use a paperclip or binder clip to put the pieces together so students can turn the pages over more easily.
10. Have the students match and glue the labels from the label sheet.

Adaptations/ Differentiation:

- For lower students, have them work in partners and check their labels before gluing them down.

- For students with fine motor difficulties, you may need to cut out the labels for them.

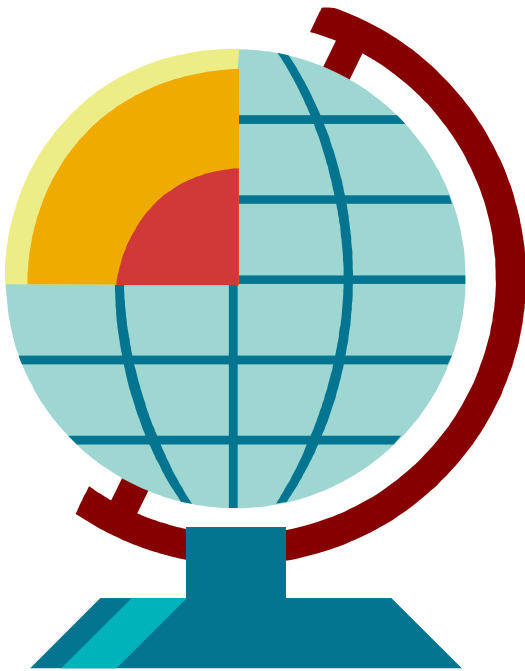
Related Readings:**Extension Ideas:**

- Have students share their book with someone at home and then quiz that person on the landforms that they learned about.
- Share the book with the classroom's book buddies and then write about the pairs favorite landforms to visit and why.

Resources:

http://www.proteacher.org/a/56983_Fun_Landform_Booklet.html

My Landform Book



By: _____

What Are Landforms?

A landform is a natural formation of rock and dirt. A landform can be very big like a mountain range. It can also be very small like a pond. A person who studies landforms is called a geologist.

A **mountain** is land with steep sides that rises up from surrounding land.

A **valley** is low land between hills or mountains.

A **river** is a large stream of water that runs through the land to another body of water.

A **lake** is a body of water surrounded by land.

A **plateau** is land with steep sides that rises up from surrounding land and has a flat top.

A **hill** is a small area of land that is higher than the land around it.

An **island** is land that is completely surrounded by water.

An **ocean** is a large body of salt water.

A **peninsula** is an area of land almost entirely surrounded by water.

A **coast** is the land next to a large body of water.

A **bay** is an area of water almost entirely surrounded by land.

A **plain** is a large area of flat, grassy land.

Lesson 2

What is a culture?

Overview: Students get an introduction to what culture is.

Essential Question: What is a culture?

Key Concepts and Vocabulary:

- Culture

Student Performance Objectives: The students will...

- Understand that life around the world is different

Time Required: 60 minutes

Special Requirements: none

Assessments/ Performance Tasks:

- Check the students' "Something About My Culture" worksheet

Materials needed/ Advanced preparation required:

- One World, One Day by Barbara Kerley; review the photo information for the pictures given at the end of the book
- 1 copy of *My Favorite Part of the Day* worksheet for each student
- 1 copy of *Something About My Culture* worksheet for each student

Learning Activities/ Procedure:

1. For morning work or at the beginning of the lesson, ask the students to write a diary of what a typical day is like for them. When they wake up, what do they do? What types of activities happen during the school day? What do they do once school is over? Once they have written about their day, tell them to choose their favorite part of the day and complete a "My Favorite Part of the Day" worksheet for it. Once everyone is done, have the students gather to share their worksheets. If possible, share /group the students' papers by morning, afternoon, and evening activities.
2. Introduce the book One World, One Day by Barbara Kerley by explaining that it will show us how children across the world spend their days. Ask the question, "Do you think that kids in other places in the world do a lot of the same things you do every day?" Have students turn and talk to a neighbor, sitting knee to knee, about this question. Then read the story to the students. Stop occasionally to survey the students on whether a particular activity is part of their day. At the end, have students turn and talk to the same neighbor about things that were the same and different about what children do each day.

3. Tell the students that they just got doing a very grown-up thing, which is discussing culture. Ask if anyone knows what culture is, with the goal of establishing that culture is the behaviors and beliefs of a particular group of people. In Barbara Kerley's book we get to see some different cultures and their foods, homes, school, and other aspects of their lives. Open One World, One Day to page 8 and talk about the pictures on the page. (At the back of the book it will give the photo location for each picture, a caption, and a photographer's note if there is one.)
4. Have the students complete the worksheet "Something About My Culture." Explain that they can choose any 4 things that make how they live special. Brainstorm with the class some ways that how we live might be different from others around the world, such as the type of shelter we live in, the clothes we wear, the food we eat, etc.

Adaptations/ Differentiation:

- Instead of the "Something About My Culture" worksheet, have students pose for a photo (individually) of themselves doing an activity in school that is similar to those pictured in the book. The student should look at the picture and make a caption that describes what is happening in the photo. You can make them into a class book titled *Our Day at School*.

Related Readings:

Extension Ideas:

- For the "Something About My Culture" worksheet, have students work in pairs and tell them they are not able to repeat any of the other person's ideas, meaning that the pair will have to come up with eight ideas.
- Have students interview a family member asking one or more of the following questions: "What did you have for breakfast when you were my age?" "How did you get to school?" "What did you like to do best at school?" "What did you do after school?" "How did you get ready to go to sleep?"

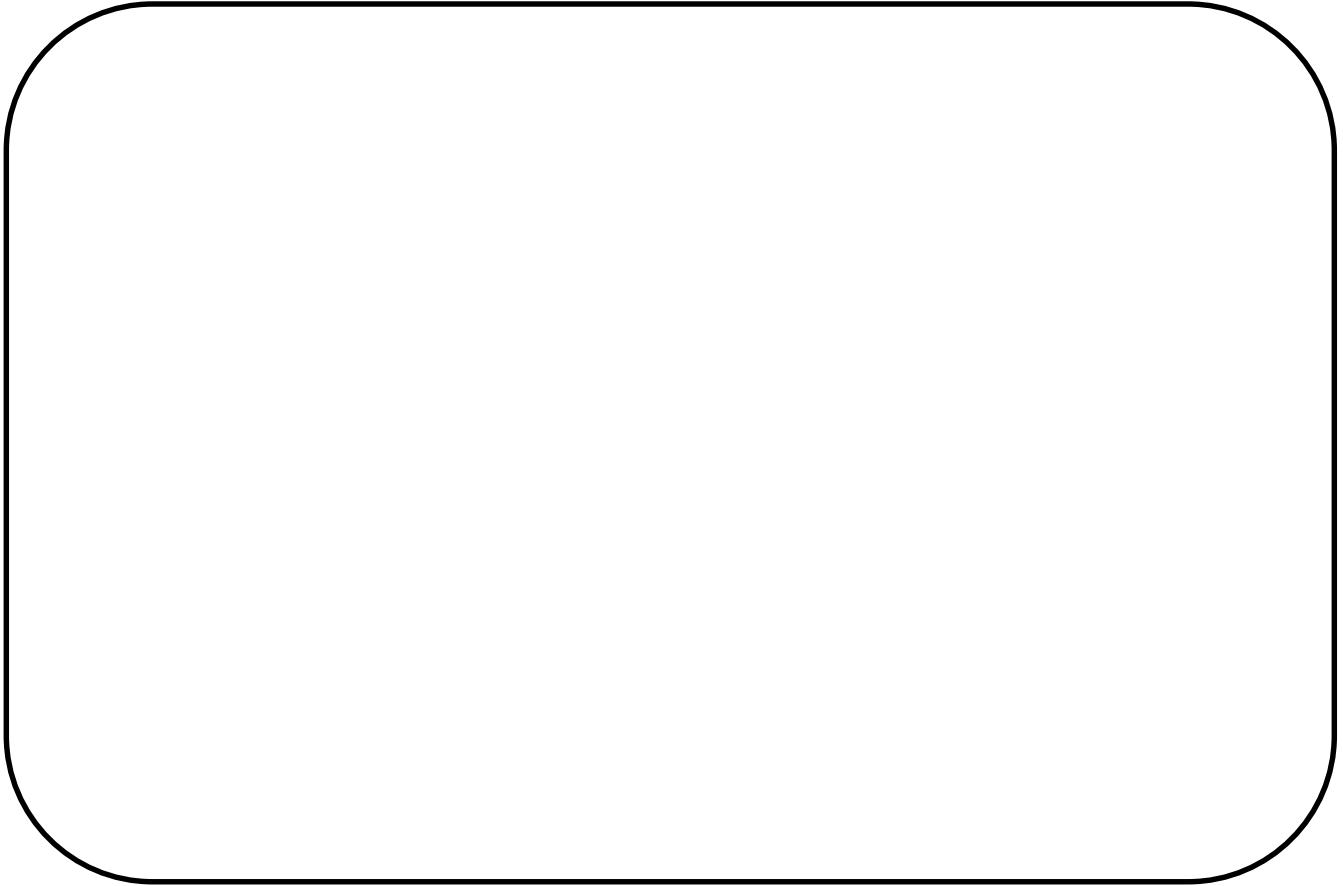
Resources:

<http://www.barbarakerley.com>

<https://childrenslit-socialstudies.wikispaces.com/One+World,+One+Day+Reinforcing+Activity>

My Favorite Part of the Day

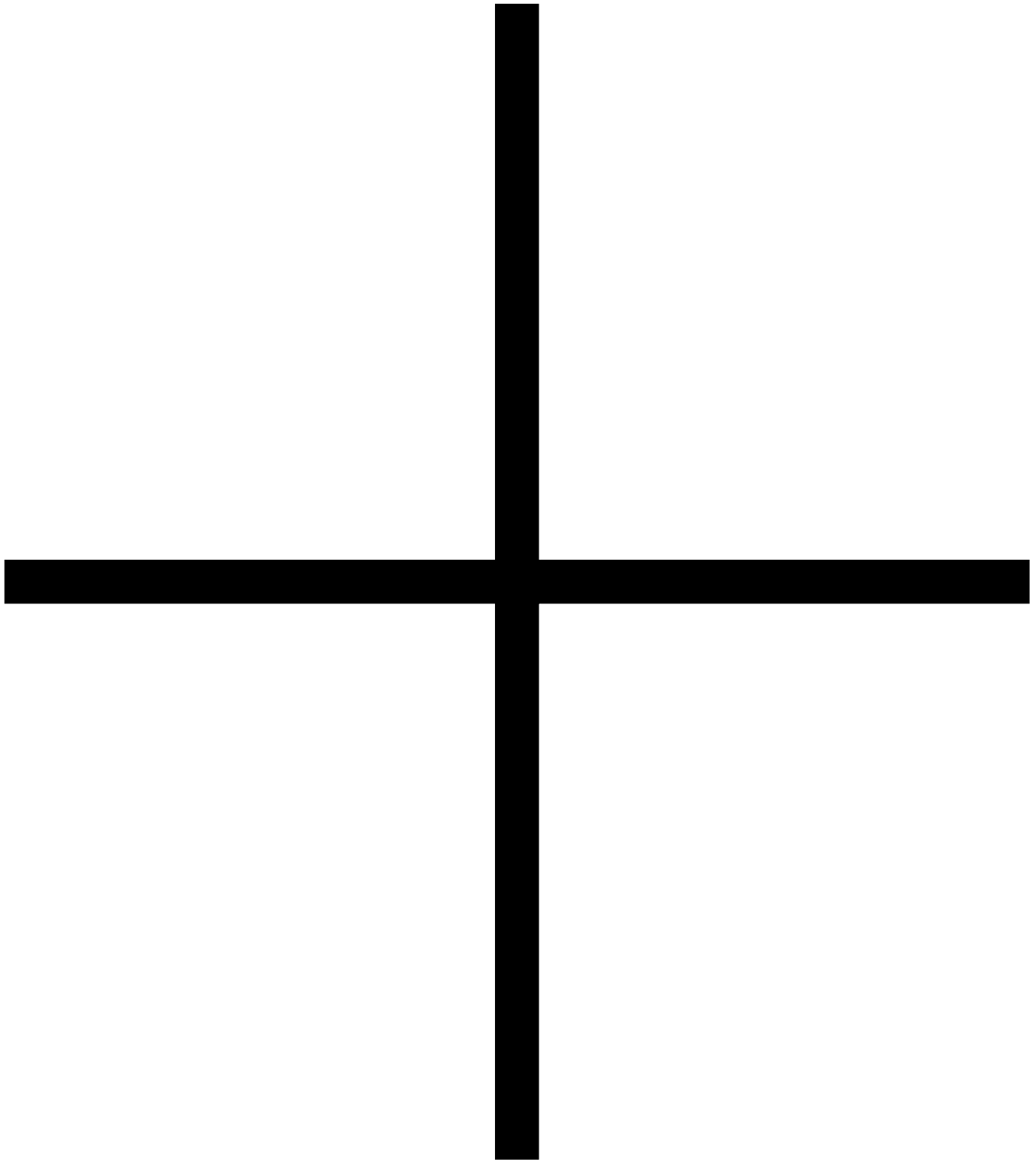
By: _____



My favorite part of the day is _____

It is my favorite because _____

Four Things About My Culture



Lesson 3

Comparing Cultures

Overview: Students are introduced to differences in shelter, food, and clothing from around the world in picture books.

Essential Question: What is a culture?

Key Concepts and Vocabulary:

- Culture
- Shelter
- Need
- Want

Student Performance Objectives: The students will...

- Recognize differences in shelter, food, and clothing from around the world
- Compare and contrast different shelters, food, and clothing from around the world

Time Required: 60 minutes

Special Requirements: none

Assessments/ Performance Tasks:

- Students will create Venn diagrams in a group

Materials needed/ Advanced preparation required:

- The following books by Ann Morris: Houses and Homes, Bread, Bread, Bread, Shoes, Shoes, Shoes, Hats, Hats, Hats, and Weddings
- Whiteboards for each group of students

Learning Activities/ Procedure:

1. Draw a picture of a home. Ask students to identify it and tell why it is important. Do we need them? Why? Then show a picture of a house and ask if everyone around the world lives in a house that looks like this one.
2. Read the story Houses and Homes by Ann Morris. Stop occasionally to discuss the different types of homes as well as why homes are different (climate, money, resources).
3. Make a Venn diagram with the class to compare their home with one of the homes from the story.
4. Discuss what parts of homes are needs (shelter, like a roof and walls) and what parts are wants (carpet, paintings, furniture).
5. Read the story Bread, Bread, Bread. Stop occasionally to discuss the different types of bread and why they are different (climate, money, resources). The students might like to hear where some of the breads are from, which is told at the back of the book.
6. Have students work in a small group to create a Venn diagram on a whiteboard comparing two types of bread from the story.
7. Break the students into 3 groups. Have a group of high-level students and two other mixed ability groups. Give each group one of the remaining Ann Morris stories to look at and talk about, giving the high-level group Weddings. Tell the groups that they are to read the story they've been given aloud together and then create a Venn diagram of two pieces of clothing. Once the Venn diagrams are done, come back together to share as a whole group. Spend some time pointing out different types of clothing and discussing where they are worn and how the clothing might keep people cool or warm.

Adaptations/ Differentiation:

- If students seem to need more background for clothing, bring the class back together and talk about the differences between what we wear in the winter (t-shirts made of thin pieces of cotton) and what we wear in the summer (thick sweaters).

Related Readings:

How People Live by (Senior Editor) Arlon Penelope (published by DK Publishing, 2003)

Extension Ideas:

- Give students different versions of the same fairy tale and have them read and discuss the cultural influence of the story.

Resources:

<http://www.learningtogive.org/lessons/unit207/lesson1.html>

<http://www.annmorrisbooks.com>

Landforms and Needs

Overview: Students visit locations outside to identify landforms in the area and to consider what type of things people might need to live there.

Essential Question: What is a landform? How do the environment and culture affect each other?

Key Concepts and Vocabulary:

- Landform
- Culture

Student Performance Objectives: The students will...

- Identify landforms in the area around them.
- Think about and discuss the needs of people.

Time Required: 60 minutes

Special Requirements: good weather for going outside or outdoor gear appropriate for the weather

Assessments/ Performance Tasks:

- Students will complete a worksheet that will identify landforms they see outside and the needs of a person who may live near it.

Materials needed/ Advanced preparation required:

- Choose 3 locations within walking distance of the school that you can visit that have at least 3 different landforms (lake, hill, plain, river, etc.)

Learning Activities/ Procedure:

1. Ask the students to review what they've learned about landforms and cultures over the past few days. If needed prompt to get the definition of culture, different things that might be influenced by where a person lives and how, as well as some examples of landforms and their definitions.
2. Have students take a copy of the worksheet and put it on a clipboard. Explain that we will be visiting three places and observing the types of landforms there plus also thinking about special things a person might need in order to live in that specific spot with the landforms that are there. Get ready to go outside.
3. Head to the first spot. Give students about 5 minutes to sit and observe the landforms around them and draw or write about something that a person trying to live there would need. Move from student to student to help them come up with what a person might need to live there. Then come together and share the students' ideas. This first share might take some time as you might have to talk through why some answers do or do not work.
4. Move to the 2nd and 3rd spot, giving students time to work independently and then share. Return to the classroom.
5. Once you return to the classroom, make 4 lists on the board: shelter needs, clothing needs, food needs, other. Then have the students come up with things to add to the board for each list ("other" might include things like a boat if you live by water). Discuss how needs change for the different seasons as well.
6. Wrap up by discussing ways that the environment and culture affect each other.

Adaptations/ Differentiation:

- If you are unable to go outside, try to take some picture of the surrounding area a few days before to project onto the whiteboard.
- If a student is ill, send home the worksheet and a map of the locations that the class stopped so that they child can visit the places with their family members.

Related Readings:**Extension Ideas:**

- Have the students identify landforms that they can see from their bedroom window.
- Have students go on a photo-hunt with their parents to see how many different landforms they can photograph and email to you.

Resources:

Landforms and Needs by: _____

1) What type of landforms do you see?

☐ Mountain ☐ Valley ☐ River ☐ Lake ☐ Plateau ☐ Hill ☐ Island ☐ Ocean
☐ Peninsula ☐ Coast ☐ Bay ☐ Plain ☐ _____

Write or draw about something special a person might need to live here:

2) What type of landforms do you see?

☐ Mountain ☐ Valley ☐ River ☐ Lake ☐ Plateau ☐ Hill ☐ Island ☐ Ocean
☐ Peninsula ☐ Coast ☐ Bay ☐ Plain ☐ _____

Write or draw about something special a person might need to live here:

3) What type of landforms do you see?

☐ Mountain ☐ Valley ☐ River ☐ Lake ☐ Plateau ☐ Hill ☐ Island ☐ Ocean
☐ Peninsula ☐ Coast ☐ Bay ☐ Plain ☐ _____

Write or draw about something special a person might need to live here:

Lesson 5

Introduction to Plateau Indians

Overview: Students will be introduced to the Plateau Indians, who lived in an area with many plateaus.

Essential Question: What is a culture? What is a landform? How do the environment and culture affect each other?

Key Concepts and Vocabulary:

- Plateau Indians
- Plateau

Student Performance Objectives: The students will...

- Think about what challenges a person who lives near plateaus may face.
- Be introduced to the Plateau Indian culture.

Time Required: 60 minutes

Special Requirements: none

Assessments/ Performance Tasks:

- Students should understand and be able to model with clay, what a plateau looks like

Materials needed/ Advanced preparation required:

- Computer/Projector with the National Geographic Interactive Mapping website pulled up
- Book: Plateau Indians by Christin Ditchfield
- Book: Sky Sisters by Jan Bourdeau Waboose
- Clay
- Whiteboards (with markers and erasers)

Background Information:

For this lesson and the next 3 after it, you will be discussing the Plateau Indians with the students. For background information you may wish to read Indians of the Plateau and Great Basin by Victoria Sherrow and People of the Plateau by Linda Thompson. The website www.native-languages.org has a lot of wonderful information about specific American Indian tribes as well as pictures of various aspects of Native American life, such as their homes or hairstyles. It might be helpful to review this website and reference it when students have specific questions about an aspect of Plateau Indian life.

Learning Activities/ Procedure:

1. Go to the National Geographic Education website for MapMaker Interactive: <http://education.nationalgeographic.com/education/mapping/interactive-map>. The webpage should open up to a map of the United States and Canada.
2. Ask the students to name the continent that they are looking at on the interactive map. (North America)
3. Ask the students to list any other continents that they remember discussing and then zoom out on the map to see the continents labeled on the world map.
4. Put North America in the center of the screen and begin to zoom in again. As you zoom in, have students try and find/identify landforms. If you change the type of map (option next to the zoom tool) the students may be able to point out different types of landforms more easily.
5. As you zoom in, move to the area just above the state of Washington, and you will find 3 plateaus listed: Thompson Plateau, Fraser Plateau, and the Nechako Plateau. If you use the “themes” option on the left side of the screen, you can select *population density* (under the Human Systems-Population and Culture option) or *lights at night* (under the Environment and Society option) to investigate where groups of people are living in this area.
6. Read pages 12 and 13 from Plateau Indians by Christin Ditchfield to the class. Identify the location being described on the map.
7. Have students work in pairs to make a plateau using clay. They should write down some ideas on a whiteboard about what might be easy and difficult about living on a plateau.
8. Have students share their models and what they wrote on their whiteboards while you compile their ideas for what might be easy and difficult about living on a plateau. Let students know that the climate is similar to ours with hot and humid summers and cold and snowy winters.
9. Let the students know that we will be taking the next few days to talk about some people who live in a region of the world with plateaus called the Plateau Indians which include the Flathead, Nez Perce, and the Coeur D’Alene Indian Tribes.
10. Read the story Sky Sisters by Jan Bourdeau Waboose to conclude the lesson.

Adaptations/ Differentiation:

- If students need more support molding a plateau of clay, you can split the class into two groups to make the plateaus and read the concluding story

Lesson 6

Plateau Indians

Overview: Students guess what the Plateau Indians used for food, shelter, and clothing based on what they see during a nature walk. Student discuss the materials that Plateau Indians used for making shelter, clothes and for eating.

Essential Question: What is a culture? How do the environment and culture affect each other?

Key Concepts and Vocabulary:

- Shelter
- Clothing

Student Performance Objectives: The students will...

- Think about and learn what a Plateau Indian uses for food, clothing, and shelter.

Time Required: 60 minutes

Special Requirements: nice weather for walking outside and writing

Assessments/ Performance Tasks:

- Students will begin to recognize things they could use in the environment to survive during a nature walk and a discussion afterwards. They will turn in their poster from their group of what they found outside.

Materials needed/ Advanced preparation required:

- Plateau Indians by Christin Ditchfield

Learning Activities/ Procedure:

1. Tell the students that today we are going to concentrate on finding out what the Plateau Indians used for shelter, clothing and food. Since our climates are similar, we are going to go out on a nature walk and write or draw ideas of things we see that could serve as either food or shelter. Pass out the students' nature bags and walk around the surrounding area. During the nature walk make a few stops for students to sit down and consider the area around them. Hopefully during these times students will be able to see some animals and notice different parts of plants which might be helpful in building a shelter or using for food.
2. Return to the classroom and ask the students to work in small groups to draw, on a large piece of construction paper, a shelter that they could create using the materials found on the nature walk and label what the shelter is made of, draw a person with an outfit made of materials found outside, and list the parts of a meal that they could eat.
3. Share the houses, outfits, and meals from each group with the class.
4. Read pages 14-19 from the book Plateau Indians by Christin Ditchfield. Discuss the similarities and differences between what the Plateau Indians used and what we were able to find outside in our area.

Adaptations/ Differentiation:

- Students could harvest materials from outdoor and glue them onto their papers instead of drawing them.

Related Readings:**Extension Ideas:**

- Have students identify a spot in their yard where they could make a shelter and what they would make it out of.
- Students could create a Venn diagram comparing what was found outside in our area and what the book said was used by the plateau Indians.

Resources:

What was the culture of the Plateau Indians?

Overview: Students read and discuss the impact the environment has on the culture of the Plateau Indians. They go outside to try and connect with their vision quest animal.

Essential Question: What is a culture? How do the environment and culture affect each other?

Key Concepts and Vocabulary:

- The Plateau Indian culture was affected by the environment.

Student Performance Objectives: The students will...

- Demonstrate understanding of the ways that the Plateau Indians were affected by their environment.

Time Required: 60 minutes

Special Requirements: nice weather and a quiet space outside to sit and think, preferably where a student might witness an animal if they sit quietly. Usually early morning times might be more active for small animals like birds, so it might be best to go then. Also, splitting into smaller groups may help keep student traveling noise down and increase the possibility of seeing an animal.

Assessments/ Performance Tasks:

- Check nature journal entries

Materials needed/ Advanced preparation required:

- Nature bags
- Plateau Indians by Christin Ditchfield

Learning Activities/ Procedure:

1. Read pages 20-29 of Plateau Indians by Christin Ditchfield aloud to the class. As you read, stop to discuss with the class things that are impacted by the environment that the Plateau Indians live in. Some examples: Their environment allowed them to have plenty of food and other materials they needed to survive, so they were able to trade away extras. Many of their stories and legends included a coyote, which only live in certain areas of the world. Long grasses and leaves were used to create clothing and baskets. They were able to make elaborate winter ceremonies due to the fact that they stored food and didn't have to hunt much during the winter months.
2. Revisit page 25 to talk again about the vision quests that the Plateau Indians would go on. Pass out nature bags and have students open to their first blank page in their journal. Tell the students that they will draw an animal or object in nature that they would like to be their guardian. On the next page, or the bottom of where they drew their picture, they should write the special powers or skills that their animal or object might lend to them. It might be helpful to use the example of a dolphin giving a person the gift of graceful movement, speed, or skill in hunting so that the students understand what you would like them to write. Go to magic spots, or a spot around campus, where the students can sit quietly to observe and draw. Share your guardians and gifts outside before returning to class.

Adaptations/ Differentiation:**Related Readings:****Extension Ideas:**

- Have students make a poster with information about their vision quest animal.

Resources:

Lesson 8

Plateau Indians

Overview: Students will complete a passport page for the plateau Indians.

Essential Question: What is a culture? What is a landform? How do the environment and culture affect each other?

Key Concepts and Vocabulary:

-

Student Performance Objectives: The students will...

- Show understanding of how the plateau Indians were affected by the environment

Time Required: 40 minutes

Special Requirements: none

Assessments/ Performance Tasks:

- Check student's passport pages

Materials needed/ Advanced preparation required:

- Continent Passport

Learning Activities/ Procedure:

1. Read aloud the story Beaver Steals Fire by the confederated Salish and Kootenai Tribes.
2. Discuss with students the information learned about the food, clothing, shelter, and customs of the Plateau Indians as well as the impact the environment has on each of these aspects of culture for this group. The students should complete the review page for their passport.

Lesson 9

China

Overview: Students will be introduced to their new continent and landform.

Essential Question: What is a culture? What is a landform? How do the environment and culture affect each other?

Key Concepts and Vocabulary:

- China
- Asia
- River
- Valley

Student Performance Objectives: The students will...

- Identify the North American and Asian continents
- Recognize the landform *river*

Time Required: 60 minutes

Special Requirements: none

Assessments/ Performance Tasks:

- Students will make a model of a river using clay

Materials needed/ Advanced preparation required:

- Clay
- Computer with internet access and projector
- Welcome To China by Patrick Ryan

Learning Activities/ Procedure:

1. Go to the National Geographic Education website for MapMaker Interactive: <http://education.nationalgeographic.com/education/mapping/interactive-map>. The webpage should open up to a map of the United States and Canada.
2. Ask the students to name the continent that they are looking at on the interactive map. (North America)
3. Ask the students to list any other continents that they remember discussing and then zoom out on the map to see the continents labeled on the world map.
4. Find Asia on the map, and begin to zoom in, keeping China in the center of the map. As you zoom in closer, ask the students to watch for any landforms they see and point them out. The first landform they will notice or will be shown is the Plateau of Tibet. If you change to the topographic map, you will see the Himalayan Mountains shown. If the students are interested, you may also wish to show them the population density and lights at night map filters. The easiest way to show the rivers, specifically the Yangtze River, is to choose the map-type option of 1-page and click on China. On the right-hand side you can click and turn off the labeling of the cities so that just the bodies of water are shown.
5. Read the book Welcome To China by Patrick Ryan to the class to give them an introduction to the country of China. Explain that China is a very large country and that it has a variety of climates like the United States of America does. In China we will be focusing on the importance of rivers and valleys to the culture and lives of the people who live near, or on, them.
6. Students should make a model of a river/valley out of clay and also write down what they believe would be difficult and easy about living near a river. Share the students' models and answers.
7. Share the picture on page 14 from the book The Yangtze China's Majestic River and read the caption. Discuss the students' answers about what it would be like to live near a river with the information from the caption.

Adaptations/ Differentiation:

Related Readings:

Extension Ideas:

Resources:

Lesson 10

China

Overview: Students will learn about life along the Yangtze River.

Essential Question: What is a culture? What is a landform? How do the environment and culture affect each other?

Key Concepts and Vocabulary:

- River

Student Performance Objectives: The students will...

- Students will understand what people in China do in order to live next to or in the Yangtze River

Time Required: 60 minutes

Special Requirements: none

Assessments/ Performance Tasks:

- Students will create a diorama of how they would live along the Yangtze River

Materials needed/ Advanced preparation required:

- The Story About Ping by Marjorie Flack and Kurt Wiese
- Computer with internet access and a projector
- Blank paper for each student and colored pencils

Learning Activities/ Procedure:

1. Ask students to name local rivers that they know of and “turn and share” with a friend a time when they have been on a boat on a river. Read aloud The Story about Ping by Marjorie Flack and Kurt Wiese and discuss the story’s setting on the river of the Yangtze River. Ask the students to listen for what life on a river is like in Asia.
2. Show students photos from <http://www.britannica.com/EBchecked/topic/651857/Yangtze-River> and <http://www.district196.org/dpweb/Grade5/links5.cfm> to give them more visual information on how people lived near the rivers in China. While doing this students should record what homes look like, how jobs might depend on the river, what people eat transportation, and trading. Students should also note how people’s use of the river is affecting it.

3. Students should create a diorama using a square sheet of paper. They should fold diagonally to form four triangles, cut from the tip to the center of **one** point, and fold the cut triangles over each other. The students should not glue until their background are complete. The students should make a diorama of life along the Yangtze River. They should include the type of home they would want (boat, house on the riverbank, etc.), what recreational activities they would participate in (fishing, swimming, etc.) and how they could provide for their family (plant crops; find a job on the river, etc.). If wanted, they could water color the bottom triangle to give it a “water” look.

Adaptations/ Differentiation:

Related Readings:

Extension Ideas:

Resources:

Lesson 11

China

Overview: Students will learn about life in China near the Yangtze River.

Essential Question: What is a culture? What is a landform? How do the environment and culture affect each other? What cultures influence my family?

Key Concepts and Vocabulary:

-

Student Performance Objectives: The students will...

- Students will learn about Chinese culture through games

Time Required: 30 minutes

Special Requirements:

Assessments/ Performance Tasks:

- Explain the game to a family member at home

Materials needed/ Advanced preparation required:

- Research Tai Chi moves – check out Go Noodle
- Research videos of the game: Catching the Dragon's Tail
- Research information about crickets

Learning Activities/ Procedure:

1. There are many aspects of the China culture, so we will talk about just a few. To begin, let's warm up with a few Tai Chi moves, which many schoolchildren in China do to help improve their focus.
2. Next, we'll head outside to play a game called catching the dragon's tail. In the game, students line up facing forward with hands on each other's shoulders. When the teacher says go, the head of the dragon must try to catch the tail by leading the line while the rest of the "dragon body" wiggles behind it. If the head catches the tail, he continues to be the dragon head. If the body breaks at all (hands come off shoulders) the head has "lost" and must be the tail of the dragon while the next person in line becomes the head.
3. The last thing that we will do today is try to catch a cricket. Actually, we'll try to catch a few different bugs with a cricket being our goal. In China, children catch crickets because they are thought to bring good luck, and they are an easy pet to take care of- plus they don't take up a lot of space! Only make crickets sing, so you'll have to be patient and listen for them to make noise before you can find them.

Lesson 12

China

Overview: Students will learn about the Yangtze River and its influence on the surrounding area.

Essential Question: What is a culture? What is a landform? How do the environment and culture affect each other? What cultures influence my family?

Key Concepts and Vocabulary:

- Yangtze River

Student Performance Objectives: The students will...

- Make a booklet about Yangtze River

Time Required: 30 minute class period

Special Requirements:

Assessments/ Performance Tasks:

Materials needed/ Advanced preparation required:

- Yangtze River booklet
- Yangtze River Life Google Slide show

Learning Activities/ Procedure:

1. Share the booklet about the Yangtze River with the class.
2. Go out to the water to do a “magic spot” about what you see happening around the water in nature. Write about why water is important to animals and people.
3. Complete their China passport page.

Adaptations/ Differentiation:

Related Readings:

Extension Ideas:

Resources:

Lesson 13

New Zealand

Overview: Reviews the landforms studied previously and introduces the island landform.

Essential Question: What is an island?

Key Concepts and Vocabulary:

- An island is a body of land surround on all four sides by water.

Student Performance Objectives: The students will...

- Understand what an island is

Time Required: 45 - 60 minutes

Special Requirements: Good enough weather to go out and observe the island

Assessments/ Performance Tasks:

- Nature Journal entry

Materials needed/ Advanced preparation required:

- Nature journal
- Writing utensils

Background Information:

We will be studying the country of New Zealand in this part of the unit. The basic definition of an island is being explored in this lesson.

Learning Activities/ Procedure:

1. "Today, we are going to begin an exploration of a new landform. To do this, we are actually going to go hike and see it!"
2. Students should get their nature bags and line up at the door
3. Go to a place along Lake Leopold where the students can observe the island there.
4. When you reach the place, sit in a circle and discuss what they know about an island?
 - a. What do we call the landform in the middle of the lake?
 - b. What are things that make an island an island?
5. Observe for 5 – 10 minutes making field sketches, writing down observations, and the like.
6. When they are done with the observation period, they should take another 5 – 10 minutes to write a short opinion piece on what they think the challenges of living on an island might be.
7. Come back and share observations/opinion pieces with the group (either outside or back in the classroom)
8. Tomorrow we will be looking at the country of New Zealand.

Adaptations/ Differentiation:

- Read *The Faraway Island* by Dianne Hofmeyr as an introduction to an island
- Use of atlases and pictures to come up with the definition of an island.
- Use of graphic organizer sheet instead of nature notebook

Related Readings:**Extension Ideas:**

- Students may get a taste about what some of the challenges of island life might be by playing a game such as *Catan, Jr.* which deals with limited resources.

Resources:

New Zealand

Overview: The students start to explore the two main islands of New Zealand and try to brainstorm what types of food, shelter, and clothing they could have on either island

Essential Question: How does being on an island effect a culture's food, shelter, and clothing?

Key Concepts and Vocabulary:

- Islands can be formed in two different ways (volcano, plate pushing together)
- How an island is formed may have an impact on the type of landforms and resources found there

Student Performance Objectives: The students will...

- Student will be able to deduce what kinds of food and shelter may be available on islands that have been formed in different ways

Time Required: 45 – 60 minutes

Special Requirements: None

Assessments/ Performance Tasks:

- Chart of possible food and shelter choices for given island

Materials needed/ Advanced preparation required:

- At least one chart paper-sized map of either the North or South Island with natural landmarks included for each table
- What We Think food and shelter chart
- Pencils
- Markers/crayons/colored pencils
- Computer and projector

Background Information:

New Zealand is made up of two main islands (North and South). Here are some quick facts about both islands:

- North - (formed by volcano) temperate with rain forests and bush land
 - cultivated crops grow to the edges of cliffs and waterways
 - around the coast, people enjoy beaches, bays, and islands
 - hot thermal springs, mud pools, and geysers are active
- South -- (formed by plates pushing together and up) long and narrow with backbone of the Southern Alps
 - Alps are capped with snow all year
 - gales from the Antarctic create deep snowfields and glaciers
 - the west coast has one of the highest rainfalls in the world
 - East of the alps is drier with pasturelands

Learning Activities/ Procedure:

1. Go to the National Geographic Education website for MapMaker Interactive:
<http://education.nationalgeographic.com/education/mapping/interactive-map>. The webpage should open up to a map of the United States and Canada.
2. Ask the students to name the continent that they are looking at on the interactive map. (North America)
3. Ask the students what other continents have been studied so far. (Asia) Zoom into Asia and review China
4. What type of landform did we explore yesterday? (island)
5. The country we are going to look at over the next few days is made up of two main islands and is found near the continent of Australia.
6. Move map to show New Zealand. Check the filters to show the topography, population density, lights at night, etc.
7. Project resource map
8. Use resource map and leading questions to help the students discover the differences between the north and south islands
9. Let the students know the given information in the background about the two island formation and what can be found there
10. Break class into groups of 4 or 5 with large chart paper versions of the North or South Island of New Zealand
11. Have the students brainstorm and write on the What We Think paper what kinds of food and shelter they think might be used on their island
12. Come back and share
13. Introduce the islands with video found at
<http://kids.nationalgeographic.com/kids/places/find/new-zealand/>
14. Tomorrow we will learn more about the Maori people and how they came to New Zealand

Adaptations/ Differentiation:

- May use teacher-chosen pairing to help with reading and/or brainstorming
- For enrichment group: May give smaller version of both islands at the same time. They can then work with a flow chart or Venn Diagram to figure out the similarities and differences before they fill in the food/shelter piece

Related Readings:

- *New Zealand* by Barbara Jackson -- National Geographic
- *Welcome to New Zealand* Patrick Ryan - The Child's World

Extension Ideas:

- Create a bubble chart or Venn diagram showing what resources for food and shelter can be found on the North Island, South Island, or both.

Resources:

- See related readings

New Zealand

Overview: A Beginning look at the Maori of New Zealand. Exploration of the food, impact that it had on the local environment, and how things were traditionally cooked.

Essential Question: How did the arrival of the Maori people effect New Zealand's environment?

Key Concepts and Vocabulary:

- The Maori people migrated to New Zealand
- The arrival of the Maori had an impact on New Zealand
- Living on an island had an impact on the culture of the Maori people

Student Performance Objectives: The students will...

- Demonstrate an understanding of the way the Maori interacted with their environment

Time Required: 45 – 60 minutes

Special Requirements: good enough weather and place to dig a hangi

Assessments/ Performance Tasks:

- Students take part in making traditional Maori Hangi

Materials needed/ Advanced preparation required:

- *The Maori of New Zealand* - Steve Theunissen
- A few large stones (should be volcanic if going to heat)
- Big leaves (possible grape leaves if no others can be found)
- Fruit or something to wrap and “cook”
- Go over instructions for creating a hangi a www.maori.cl/Hangi.htm

Background Information:

The Maori were the first people to settle New Zealand. Here are some quick facts about them:

- Maori came from Southeast Asian islands and made their way to the Pacific Ocean islands.
- AD 1350, some families made the journey of more than 995 miles from Polynesia to New Zealand – the South Island
- Maori brought dogs, taro, yams, kumera
- colder so they lived by fishing and hunting until the birdlife became scarce
- later most moved to the warmer north island where crops grow better
- Maori way of life -- Maoritanga
- iwi are tribes - that included cousins and other relatives
- they are great orators and thirty major iwi could recite the names of ancestors as far back as the seven great canoes from Polynesia
- Maori are skilled carvers and make canoes from wood of native trees. The center of a Maori community is its meetinghouse, a long wooden building with a single room decorated with fine wooden carvings.
- greenstone soft enough to be carved found on south islands west coast and was once used to make war clubs
- High ranking Maori traditionally showed their rank with patterns on their faces, arms, and torso. They look like tattoos but are made by carving grooves into the skin
- Earthoven -- hangi -- wrap morsels of meat, seafood, veggies in leaves, dig a pit and heat large smooth stones in a log fire. The stones are place in the bottom of the pit with wet sacking over them and then baskets of leaf wrapped food are placed on top and covered with soil

Learning Activities/ Procedure:

1. Read pages 6,7, 12 – 17 of *First Peoples: The Maori of New Zealand*
2. Emphasize non-fiction features when reading the selection
3. Questions to ask along the way:
 - a. What kind of skills would the Maori have needed?
 - b. What kind of transportation did they use?
 - c. What animals were prevalent when the Maori first came?
 - d. What impact did the Maori have as they began to hunt on the island? What did this force them to do more of?
4. The traditional way to cook is with an earthen oven – hangi. Go outside to go through the process of what it is to make a hangi. (See instructions at www.maori.cl/Hangi.htm)
5. Discuss with the students why they think cooking was done this way.
6. Tomorrow, we will be looking at Maori art.

Adaptations/ Differentiation:

- If weather does not allow, go through process of creating hangi inside by making a model.
- Technical writing on how to make a hangi.

Related Readings:

- *The Maori of New Zealand* - Steve Theunissen

- *Land of the long White Cloud: Maori Myths, Tales, and Legends* Kiri Te Kanawa Illustrated by Michael Foreman

Extension Ideas:

- If allowed, actually create a hangi and cook in it. Sample fruits/veggies, examine meat to see how well it cooked, etc.

Resources:

- <http://www.maori.cl/Hangi.htm>
- *The Maori of New Zealand* - Steve Theunissen

Lesson 16

New Zealand

Overview: This lesson explores Maori art.

Essential Question: How did the environment affect the type of art the Maori began to create?

Key Concepts and Vocabulary:

- Carving
- Weaving

Student Performance Objectives: The students will...

- Demonstrate an understanding of the two main art forms of the Maori people (weaving and carving)

Time Required: 2 Days of at least 45 minutes

Special Requirements: None

Assessments/ Performance Tasks:

- Etching and pattern used to create the etching

Materials needed/ Advanced preparation required:

- White tag board
- Crayons
- Black India ink or black crayon
- Toothpicks (sharp point ones, not flat)
- Computer and projector

Background Information:

The Maori were the first people to settle New Zealand. Here are some quick facts about them:

- Maori came from Southeast Asian islands and made their way to the Pacific Ocean islands.
- AD 1350, some families made the journey of more than 995 miles from Polynesia to New Zealand – the South Island
- Maori brought dogs, taro, yams, kumera
- colder so they lived by fishing and hunting until the birdlife became scarce
- later most moved to the warmer north island where crops grow better
- Maori way of life -- Maoritanga
- iwi are tribes - that included cousins and other relatives
- they are great orators and thirty major iwi could recite the names of ancestors as far back as the seven great canoes from Polynesia
- Maori are skilled carvers and make canoes from wood of native trees. The center of a Maori community is its meeting house, a long wooden building with a single room decorated with fine wooden carvings.
- greenstone soft enough to be carved found on south islands west coast and was once used to make war clubs
- High ranking Maori traditionally showed their rank with patterns on their faces, arms, and torso. They look like tattoos but are made by carving grooves into the skin
- Earth oven -- hangi -- wrap morsels of meat, seafood, veggies in leaves, dig a pit and heat large smooth stones in a log fire. The stones are place in the bottom of the pit with wet sacking over them and then baskets of leaf wrapped food are placed on top and covered with soil

Learning Activities/ Procedure:

Day 1

1. Review what the students learned about the Maori and their coming to New Zealand.
2. Review some of the main resources they have and lead into discussion of art
 - a. What are some of the main resources you will find on the North or South Island?
 - b. What kinds of art to do you think this might lead to?
3. Show some of the images found of Maori art (see link in resources)
4. Carving and Weaving are the two main art forms the Maori used. You can see the carving in many things including the long house, boats, and instruments
5. Weaving is found it much of the clothing, baskets, and the like.
6. “To help us know what this is like, we are going to be doing a type of carving called etching. In order to do this, though, there has to be some preparation.”
7. Pass out pieces of white tag board and have the students press very hard with crayons to color it in many different colors in any pattern
8. Use either a black crayon or black ink to cover this
9. Tomorrow, we will be looking at the patterns Maori use in their carving and will start to make our own Maori etching.

Day 2

1. Start with review of what was discovered about Maori art during the last lesson
2. Go through images of Maori art and point out the different patterns that can be found.
3. Demonstrate how to start doing an etching (doing a Maori mask etching may be the easiest way to start)
4. The students can then work on their etching using the same patterns and motifs (have slide show of Maori art run for inspiration)
5. Students fill out Passport Entry for New Zealand at the end of the day

Adaptations/ Differentiation:

- For those who cannot press hard enough with the crayon, have a buddy help them
- Use of templates to create shapes and patterns for those who feel they need help with this or those students who need help with fine motor skills

Related Readings:

- *The Maori of New Zealand* - Steve Theunissen

Extension Ideas:

- Create a weaving station to go along with the etching. Here the students may weave to make a basket or a small piece of clothing using feathers or cloth

Resources:

- <http://www.maori.com/art>
- <http://www.teara.govt.nz/en/1966/maori-art>
- https://www.google.com/search?q=what+is+traditional+maori+art&hl=en&source=lnms&tbm=isch&sa=X&ei=Mr84UcKaJunOyQHcxYGOBg&ved=oCAoQ_AUoAQ&biw=1366&bih=681

Lesson 17

Kenya

Overview: Reviews the landforms studied previously and introduces the plain, mountain, and highland and valley

Essential Question: What is a plain? What is a mountain? What is a valley? What is a highland?

Key Concepts and Vocabulary:

- A plain is a flat expanse of land.
- A mountain is a large natural elevation of the earth's surface
- A valley is a lowland between hills or mountains

Student Performance Objectives: The students will...

- Understand what a plain, mountain, and valley are.

Time Required: 45 - 60 minutes

Special Requirements: Good enough weather to go outside.

Assessments/ Performance Tasks:

- Nature Journal entry

Materials needed/ Advanced preparation required:

- Computer
- Projector
- Nature journal
- Writing utensils

Background Information:

With Kenya, we will be looking at how three different landforms caused three different groups of the same tribe to develop differently in their culture.

Learning Activities/ Procedure:

1. Go to the National Geographic Education website for MapMaker Interactive: <http://education.nationalgeographic.com/education/mapping/interactive-map>. The webpage should open up to a map of the United States and Canada.
2. Ask the students to name the continent that they are looking at on the interactive map. (North America)
3. Ask the students what other continents have been studied so far. (Asia) Zoom into Asia and review China and then swing down to Australia and review New Zealand.
4. Today, we are going to look at several different landforms by traveling to Kenya, a country on the continent of Africa.
5. Swing over to Africa and to Kenya. Show Great Rift Valley and give some of the background information on it
6. Show the lakes, rivers and let them know this is one landform that influenced the culture
7. Show the highland region and give some of the background information on that. Let students know it is a different landform.
8. Last, show a plain and let the students know this is the last landform. To better understand what a plain is, they will go out and experience a plain
9. Go out to outdoor classroom in prairie. Let the students know that the section is mini plain. Have turn and share what they notice about this type of landform.
10. Share out
11. Let the students know the Kenya plain is not a tall grass prairie...but more short grass and shrubs
12. Have students work in Nature notebooks to make any observations they have about the plain in front of them
13. Review some of the things they might need to survive on the plain
14. Share out
15. Come back to room and let student know they will be looking at all three sections tomorrow.

Adaptations/ Differentiation:

- Use of atlases and pictures to come up with the definition of the landforms covered.
- Use of graphic organizer sheet instead of nature notebook

Lesson 18

Kenya

Overview: Takes a look at what types of food can be found in Kenya. Also a look and shelter and clothing.

Essential Question: What types of food, clothing, and shelter can be found in Kenya. Which landform do they seem to come from?

Key Concepts and Vocabulary:

- What foods are found in Kenya?
- Where do those foods come from?
- How might the different needs of survival differ from region to region

Student Performance Objectives: The students will...

- Understand what a plain, mountain, and valley are.
- Demonstrate understanding of what food, clothing, and shelter may come from different landform areas

Time Required: 45 - 60 minutes

Special Requirements: none

Assessments/ Performance Tasks:

- Group posters and brainstorming

Materials needed/ Advanced preparation required:

- Computer
- Landform posters
- Writing Utensils

Background Information:

With Kenya, we will be looking at how three different landforms caused three different groups of the same tribe to develop differently in their culture.

Learning Activities/ Procedure:

1. Introduce to Kenya with <http://kids.nationalgeographic.com/kids/places/find/kenya/>
2. Review landforms introduced yesterday
3. Break into three groups – plain, highland, lake/river
4. Hand out description of each landform to the appropriate groups along with the maps to show where the landforms are located
5. Each group will work together to brainstorm what a group of people in their given region might use for shelter, food, clothing, and transportation (10 – 15 minutes)
6. Walk around and help with brainstorming. Use leading questions to get to why the students are picking what they are for the different categories.
7. Bring students back together and share.
8. Read *Mama Panya's Pancakes*
9. Have students look to see which of the land areas they think Mama Panya lives using picture clues from the story.
10. Discuss what they learned about Kenya from the story.
 - a. What foods did they see?
 - b. What places do they think those foods came from?
 - c. What did the land look like?
 - d. What did it look like they used for shelter? Clothes?
11. Let students know they will be exploring Kenya a bit more tomorrow.

Lesson 19

Kenya

Overview: Looks at clothing, food, and shelter, again through the use of non-fiction literature. The students then break into groups to make a mankala game, a massai bivouac model, and a snack bracelet.

Essential Question: What kinds of shelter, clothing, and art can be found in Kenya.

Key Concepts and Vocabulary:

Student Performance Objectives: The students will...

- Understand what a plain, mountain, and valley are.

Time Required: 45 min – 60 min for the first day / 20 – 30 min Days 2 and 3

Special Requirements:

Assessments/ Performance Tasks:

-

Materials needed/ Advanced preparation required:

- *Jambo Means Hello*
- *Africa for Kids* by Harvey Croze
- Copper wire or lanyard (enough for 2 strands 18 inches long)
- 1 empty egg carton (enough for one for every two students)
- Paints
- Two small bowls or cups
- 48 small pebbles or dried beans

Additional Materials:

- For every group of 3 – 4 students
 - Cardboard
 - Toothpicks (2-3 packets)
 - Scissors
 - Scrap paper

Background Information:

Activities taken from *Africa for Kids* by Harvey Croze Pages 51-52, 72, 78 - 81

Learning Activities/ Procedure:

1. Bring students to carpet and read *Jambo Means Hello*
2. Discuss whether the book is fiction/non fiction
3. Go over non-fiction reading strategies.
4. Have students look for games, shelter, clothing, they may not have known
5. Discuss after reading
 - a. What kinds of food did they see?
 - b. What kinds of shelter?
 - c. What kinds of clothing?
 - d. What types of games?
6. Let the students know they are going to be creating game from Kenya, a model of shelter that might be used, and an instrument or piece of art.
7. Break into three groups and let the students know they will have a chance to do all three over the next few days.
8. Manakala – Page 72 in *Africa for Kids*
9. Masai Nkang Model – Pages 78 – 81 in *Africa for Kids*
10. Snake Bracelet – Pages 51, 53 in *Africa for Kids*
11. After 20 – 30 minutes stop activities.
12. After all students have gone through all the activities, relate back to what was used. Why do you think these types of shelter/clothing/games came about?

Adaptations/ Differentiation:

- Choose one of the activities for the students to do
- Divide the class into three groups and have each group do one of the activities. Come back together and share like a jigsaw activity.
- Show picture of Massai Bivouac and have them compare it to a Native American Wigwam

Lesson 20

Kenya

Overview: Takes a look at the stories from Kenya. The students then make an African tale that uses an animal appropriately.

Essential Question: What tales came from Kenya? How did the environment affect those tales?

Key Concepts and Vocabulary:

- folktales

Student Performance Objectives: The students will...

- Understand the importance of animals in African folktales.
- Understand the personality of the animal they use and what the animal represents in African folktales

Time Required: 45 for first session. Tales can be worked on during Writing workshop, but need to be turned in

Special Requirements: none

Assessments/ Performance Tasks:

- African Tale

Materials needed/ Advanced preparation required:

- Paper
- Pencils
- Crayons, colored pencils, markers
- *The Lonely Lioness and the Ostrich Chicks* Retold by Verna Aardema
- *Africa for Kids* by Harvey Croze

Background Information:

With Kenya, we will be looking at how three different landforms caused three different groups of the same tribe to develop differently in their culture. Animals are a very important part of African folktales and they each stand for something. Look at *Africa for Kids* pages 47 and 50 for a list of animals used, what their personality is, and what value(s) they stand for.

Learning Activities/ Procedure:

1. Read *The Lonely Lioness*
2. Have the students look for different animals that are found throughout the reading of the book
3. Let the students know they are going to be writing their own story, but they have to use some of the animals that would be used in an African tale.
4. Go over the list of animals and what they stand for found in *Africa for Kids* on page 47 and 50
5. Have students work in pairs or individually to create an African Tale
6. Work on kick-off event, other events, and wrap-up event.
7. Come back and share when they are all done

Adaptations/ Differentiation:

- Assign animals to each student or pair of students and have them come up with a tale

Lesson 21

Culture of My Family

Overview: Begins to look at the culture of the students' families.

Essential Question: What cultures affect my family?

Key Concepts and Vocabulary:

- culture

Student Performance Objectives: The students will...

- begin to understand what cultures affect their family

Time Required: 30 minutes

Special Requirements: none

Assessments/ Performance Tasks:

- Nature Journal entry

Materials needed/ Advanced preparation required:

- *Say Hello!* By Rachel Isadora
- Family Culture Data Sheet

Background Information:

Everyone's family is influenced by at least one culture. We will be exploring what cultures influence our families and classroom.

Learning Activities/ Procedure:

1. Read *Say Hello!*
2. What did the students observe about the walk Carmelita had?
3. Lead into a discussion of the different ways people say hello. Ask if anyone knows a different way to say hello
4. Just like the different countries and people we learned about, there are many different cultures here in the classroom. We are going to start to learn about what cultures influence our families and our classroom.
5. Introduce the data sheet and explain this first part has to be done at home and brought back the next time the students are going to have a lesson in this unit.
6. Check for understanding of the data sheet.
7. Show the students an example of the poster they are going to make with the answers to the questions they will be bringing in.
8. Let them know that they will be looking at how to make the poster in more detail the next time they meet.

Adaptations/ Differentiation:

- Help students brainstorm answers to questions on data sheet if cannot be sent home

Name: _____

Family Culture Data Sheet

We are exploring what cultures make our family what it is today! Please fill out this data sheet to help us with a project we will be doing in class. Thank you!

1. What country or countries did you or your ancestors come from?

2. Are there any foods that are special for your family?

3. Are there any holidays that are special for your family?

4. Are there any other customs /clothing that are linked to your family heritage?

Culture of My Family

Overview: Students work on a presentation about the cultures that affect their family.

Essential Question: What cultures affect my family?

Key Concepts and Vocabulary:

- Culture

Student Performance Objectives: The students will...

- Understand what cultures affect their family and will be able to point to specific examples where this can be seen

Time Required: 2 – 3 sessions of 30 minutes each

Special Requirements:

Assessments/ Performance Tasks:

- Cultures of my family poster and rubric

Materials needed/ Advanced preparation required:

- Completed data sheet for each student
- poster-sized paper for each student
- example of Cultures of My Family Poster
- Copies of rubric for each student to go over
- Writing supplies
- Art supplies

Background Information:

Everyone's family is influenced by at least one culture. We will be exploring what cultures influence our families and classroom.

Learning Activities/ Procedure:

1. Review what the students will be doing today/make sure every student has a copy of their completed data sheet.
2. Go over data sheet with the example poster to model for the students a way they can use the data sheet to complete the poster.
3. Pass out rubric and go over what is expected. The students can keep this copy for further reference
4. Give time for students to complete the posters in class. This may take a day or two.
5. About halfway through the process, model for the students how they would give an oral presentation using the poster. Let the students who finish practice this on their own or in groups of two.
6. When all posters are finished and the students have had time to practice their presentation, have the students give the oral presentation about the poster

Adaptations/ Differentiation:

- Create a family tree that demonstrates the different cultures that for the family
- Create an electronic slide of the different cultures for each student

Prairie Crossing Charter School Economics Unit Grades 3-4

Day 1- Introduction	Materials- Anchor chart (or just printed posters from TPT), vocabulary word cards (small), projector for videos, 4 square sheets
<p>Objective</p> <p>Students will be able to define the following terms: service, producer, consumer, budget, scarcity, opportunity cost, resource</p> <p>Students will be able to determine real life examples involving each term</p>	<p>SS Obj.-</p> <p>EFS Obj.-</p>
<p>Mini Lesson:</p> <ol style="list-style-type: none"> 1. Instructor asks students if they have ever heard the word “consumer” 2. Instructor asks what they think it means 3. Instructor explicitly states what “consumer” means 4. Students and instructor work together to make relatable real-world examples 5. Instructor shows vocabulary word posters from tpt (pg 4-8) 6. Steps 1-5 are repeated with the following terms: “producer”, “scarcity” “budget”, “resource” 7. Instructor shows video https://www.youtube.com/watch?v=OAP_JJWL4k 8. Steps 1-5 repeated with the term “opportunity cost” 9. Instructor shows video #2 https://www.youtube.com/watch?v=8QLkhmsvKLo 10. Students are given 3 stapled double sided “Vocabulary 4 square” sheets to fill out and store in SS folder (1 page front and back filled out today) 11. Instructor explicitly defines each as the students fill out the 4 square pages term by term 12. Students draw their own mini sketch in the “picture” section that correlates with the term. Students can share what they drew on document camera for the class. 13. Instructor chooses one volunteer to come up and get a vocabulary word card (Student does not look at it) 14. This student calls on others to give him/her hints to what word is on the card to try and guess (students cannot use the word in their hints!) *For a challenge, students could have to act it out silently as the hints 	
<p>Handouts:</p> <p>Vocab 4 square:</p> <ul style="list-style-type: none"> • Pg 9/34 TPT unit • Pg 10/34 TPT unit <p>Other vocab word taught today not on sheet: Resource: something used to produce goods or services</p>	

Day 2	<p>Materials</p> <p>TPT Readings one for each student (pg 7-8/81), 4 square pages from yesterday</p>
<p>Objective</p> <p>Students will be able to read a scenario and determine who plays what part in the process and why.</p>	<p>SS Obj.-</p> <p>EFS Obj.-</p>
<p>Mini Lesson:</p> <ol style="list-style-type: none"> 1. Instructor asks what students recall from yesterday's lesson 2. Instructor explains that today students will be putting what they learned into real life scenarios 3. Instructor reads situation 1-2 to the class and they work through the answers together (i do) 4. Instructor reads scenario 3 and 4 to the class and has them turn and talk in table groups to answer questions (we do) 5. Instructor tells students they are ready to learn more and hands out page 7-8 of 81 page unit 6. Some words will be familiar to students from yesterday, but some terms will be new and put in their 4 square pages 7. When students hear a term they already know, they put one thumb up. When students hear a new term, they "raise the roof" and then students put the term on their four square sheet 8. Instructor reads the passage as student's finger follow. (Popcorn reading would be fine too, especially 4th grade) 9. The following terms are added to the 4 square pages as they arise: needs, wants, goods, service, natural resources, human resources, labor, capital resources 10. Informal self-assessment: Students rate themselves 0-4 on how well they are understanding the meaning of the vocabulary 	
<p>Handouts:</p> <p>Scenarios (pg 12-13)</p> <p>https://drive.google.com/file/d/1PPRQfTonDbRippNoNjD8Rn_Do4DYpGXN/view?ts=5d0903f4</p> <p>Readings pg 7-8</p> <p>https://drive.google.com/file/d/184O3RWb3L2qGWvhWZUUiCaixRvS6DtWo/view?ts=5d090173</p> <p>4 Square sheet (9-10) ^^</p>	

<p>Day 3</p> <p>This can be used on Day 3 or throughout the unit, or added to daily 5.</p>	<p>Materials</p> <ol style="list-style-type: none"> 1. Reading passages pages 1-5 from Economic PDF unit by Jill Russ. PDF pages 7-11 2. Highlighters - optional
<p>Objective- SW understand about goods and services, SW read and understand a nonfiction passage, SW learn vocabulary words related to the Economics Unit</p>	<p>SS Obj.-</p> <p>SS.EC. 2.4: Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).</p> <p>SS.EC.FL. 4.4: Explain that income can be saved, spent on goods and services, or used to pay taxes.</p> <p>SS.EC.FL.3.4: Analyze how spending choices are influenced by price as well as many other factors (e.g. advertising, peer pressure, options).</p> <p>EFS Obj.-</p>
<p>Mini-Lesson:</p> <p>This can be done as a whole class or in small reading groups.</p> <ol style="list-style-type: none"> 1. The teacher will ask the students what they know about economics. Ask students to share what they know about the bold words on the page. 2. Students will read the page. This can be done by the whole group taking turns, silently, or in partners. Some groups may need the page read to them. 3. The teacher will ask students to define all the bold words on the page. 4. Students can be guided to highlight important information on the page. 5. Depending on the class, students may want to add notes to their social studies journals. 	
<p>Handouts:</p> <p>Reading passages pages 1-5 from Economic PDF unit by Jill Russ. PDF pages 7-11</p>	

Day 4	Materials- Page 290, 292 in Illinois book, Chromebook, printed items listed in handouts, Illinois books, smartboard/projected video
Objective: Students will become familiar with the goods and services provided in our local area (Illinois). Students will recognize that different goods and services may be specific to certain regions.	<p>SS Obj.-SS.EC.1.3: Compare the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>EFS Obj.-10. Sustainable Economics EFS Standards Students will know and understand 21st century economic practices and will consciously produce and consume in ways that contribute to the health and regeneration of financial, social and natural capital.</p>
<p>Lesson:</p> <ol style="list-style-type: none"> 1) Review Interactive Notebook terms “goods” (products) and “services.” 2) Ask students if they can think of any goods or services that are locally sourced-available/produced in their own town (i.e. services- teachers, hospital/dr/acute care, cleaning ladies, taxes/accountants, lawn care, consultations, moving companies, snowplowing, construction, tutoring, haircuts, cell phone service, repair shops, veterinary services, etc. Goods/products- local farmer’s markets/produce- strawberry farms, pumpkin farms, apple orchards/honey/eggs. 3) Ask students if they can think of any goods or services in our county/state/radius- Jelly Belly Factory, AbbVie- pharmaceuticals, Abbott, Proctor and Gamble in North Chicago, Motorola, etc. They may name services or products from their parents’ employment. 4) Produce- ask students if they recognize any produce in farm fields in our area- if not mentioned then state: corn, and soybean -* show photos of corn and soy fields. Ask students if they have seen these locally, while driving in their car or near their homes. 5) Ask students to turn and talk if products and services in our area can be found all around the world or are just specific to our area? After 2 minutes select 2-3 students to share their thoughts. 6) Tell students we are going to read and learn more about produce and crops raised in Illinois. Read aloud pages 290-292 in Illinois book. 7) Ask students the following questions to start a class discussion and analysis of what was read. You can ask students to turn and talk or discuss with their group for 1-2 minutes then call on 1-2 hands to share out what was discussed: <ol style="list-style-type: none"> a) Did you know corn was used to make so many products? Which product made from corn was most surprising to you (i.e. corn syrup- into various types of candy, or renewable fuel from corn)? b) The Illinois book mentions pineapples and bananas are not produced in Illinois but rather are imported from far away. Can you think of another item that is not locally produced but comes from far away? Do you know where it comes from? 7) Watch Pod to plate about soybeans https://www.ilsoyadvisor.com/about-soybeans/resources 8) Complete “The Ripple Effect” worksheet as a class on Page 9= https://www.ilsoyadvisor.com/data/files/Classroom_PDFs/Kids_Coloring_Packet.pdf 9) Color Illinois Map and identify the corn and soybean crop on the map. Work with a partner to write on map 3 services that can be found in our area. Glue into interactive journal. 10) Working with a partner or small group make a one-page paper map with illustration of a 	

product or good that comes from somewhere else- a different region or country. Ideally, students will briefly research this together or have knowledge and use the world map to draw the country or region. For example, draw Hawaii and draw a pineapple. Draw Columbia and draw coffee, draw Costa Rica and draw bananas.... Etc. Use this resource: Interactive world map with crops around the world, <https://blog.ciat.cgiar.org/origin-of-crops/>

If they have personal knowledge from their own family or travels, they should feel free to draw upon this. * You could choose to project this website and let each group take a turn to use the laptop to select a crop and region.

11) As groups finish, ask them to select a colored pencil and make one line representing their country or region to Lake County, Illinois on a class shared world map. When done, there should be several lines representing the paths of various produce to come to their homes. Have students take a minute to make observations of these lines.

Handouts:

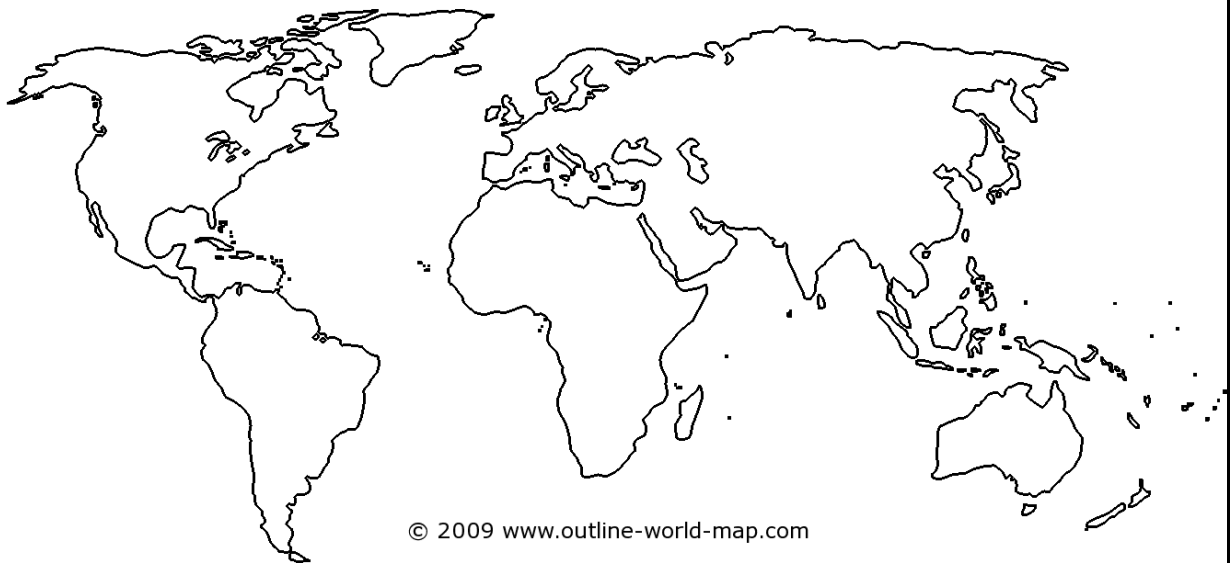
Print page 9 of this pdf

https://www.ilsoyadvisor.com/data/files/Classroom_PDFs/Kids_Coloring_Packet.pdf

Print coloring sheet- Illinois

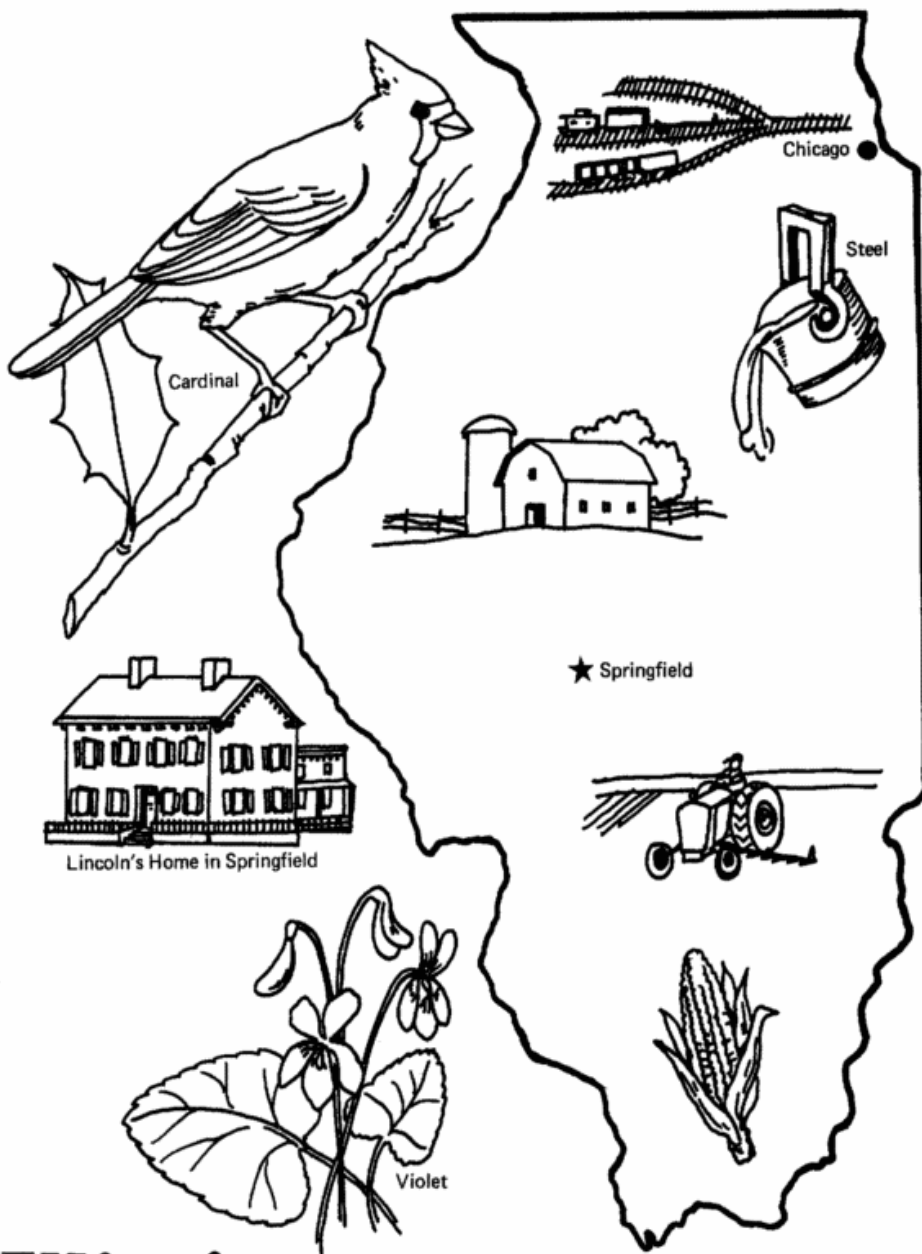
Print photos to show the class of farmland

1 World map per class. Please use a leftover one from prior years or we can print from the internet like this:



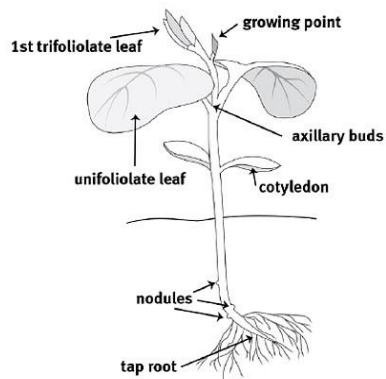
Technology:

Internet use and smart board for pod to plate video as a class and one chromebook per group or partnership to look at world produce map.



Illinois

Land of Lincoln



Optional Extensions:

Discover virtual farm experiences (videos)

<http://www.discoveringfarmland.com/virtual-experiences>

IL economic concept poster contest due by Dec 31 2019?:

<http://econillinois.org/educators/economics-poster-contest/participation-rules.shtml>

Crow and the Pitcher lesson (can tie into daily 5 as we work towards fairytales)

<https://www.econedlink.org/resources/the-crow-and-the-pitcher/?view=teacher>

Where did that Pencil Come From? The journey of goods and services for everyday items

<https://www.econedlink.org/resources/where-did-that-pencil-come-from-the-study-of-natural-resources/>

Corn Field in Illinois



Close up of growing corn



Soybean field in Illinois



<p>Day 5</p> <p>This could be done during reading or social studies.</p> <p>https://www.econedlink.org/resources/one-hen-how-one-small-loan-made-a-big-difference/</p>	<p>Materials</p> <ol style="list-style-type: none"> 1. Book <u>One Hen: How One Small Loan Made a Big Difference</u>, written by Kate Smith Milway 2.
<p>Objectives</p> <ul style="list-style-type: none"> ● Review the economic concepts featured in a picture book ● Identify the character and setting featured in a picture book 	<p>SS Obj.-</p> <p>SS.EC.FL. 4.3: Explain that when people borrow, they receive something of value now and agree to repay the lender over time.</p> <p>SS.EC. 2.4: Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).</p>
<p>Mini-Lesson</p> <ol style="list-style-type: none"> 1. Read the book 2. Ask because of questions <ol style="list-style-type: none"> 1. Because Kojo's mother saved some of the money left after repaying the loan to buy the cart she is able to...? <i>[Lend some money to Kojo to buy a chicken.]</i> 2. Because Kojo's chicken produces eggs he was able to...? <i>[Sell some of the eggs for profit, eat some of the eggs, and get healthy.]</i> 3. Because Kojo had some money and was healthy he was able to...? <i>[Go to school and improve his human resources and buy more chickens to get more capital resources.]</i> 4. Because Kojo went to school and had more chickens he was able to...? <i>[Acquire more capital resources, earn more profit and eventually borrow money to buy his own chicken farm.]</i> 5. Because Kojo owned his own farm and had extra profit he was able to...? <i>[Lend money to other young entrepreneurs wanting to start their own businesses.]</i> 6. Because other businesses were started what happened...? <i>[The entire community prospered and the incomes of its members increased permitting them to save, invest, and consume more quality goods, services, and food.]</i> 3. Play the Bingo game attached. This is a vocabulary game that requires students to the word that matches a definition. 	

Handouts:

- H-E-N Bingo activity cards: One copy for each student or group.
H-E-N Bingo Activity Cards
- H-E-N Bingo answer cards: One copy run off on cardstock and cut into individual cards.
H-E-N Bingo Answer Cards
- One Hen Vocabulary Worksheet: This worksheet assesses the students' understanding of the economic concepts presented in this lesson. One Hen Vocabulary Worksheet

Day 6 Advertisement Lesson	<p>Materials</p> <p>Projector, poster board, markers,</p>
<p>Objective</p> <p>Students will be able to identify different techniques advertisers use to sell their products.</p>	<p>SS Obj.-</p> <p>EFS Obj.- I can recognize the media's role in influencing where I spend my money.</p>
<p>Mini Lesson:</p> <ol style="list-style-type: none"> 1. Instructor has students close their eyes and imagine as they read the following: <i>Imagine visiting a shopping mall. Although it is freezing outside, it is warm and cozy inside. The mall is brightly lit and colorful. There are comfortable chairs to lounge on, as well as snack stands offering yummy treats. There are even jugglers and singers to entertain you. And all around you there are dozens of stores to explore. The stores offer free samples of things, from perfume to cookies, and you can try on clothes or try out new video games at some of the stores.</i> 2. Instructor asks <i>Why did the owner of the mall go to such expense to make you feel good?</i> 3. Instructor also asks the students <i>why would a business owner give out something of theirs for free?</i> 4. Students are given the term “advertisement” and asked what they already know. 5. Instructor defines the term as “a notice or announcement in a public way promoting a product, service, or event to get people (consumers) to buy or participate” 6. Students add this to their SS notebook 7. Instructor tells students they will be advertisement detectives today and they need to find ways the creators are advertising to you. Words like “best selling”, 8. On the projector, go to https://shop.nationalgeographic.com/collections/kids?utm_source=kids.nationalgeographic.com&utm_medium=referral&utm_campaign=ng-kidsshopheader&utm_content=ng-kidsshopheader&code=ng-kidsshopheader 9. Explore the website as students point out different advertisements (for books etc) and ask who the target audience is? 10. Talk about different language used to get kids interested in a product or event: “learning can be FUN!” “Check this out, don’t wait!” 11. Show chuck E cheese commercial and ask students what they notice and hear to try and persuade them to want to go there! https://www.youtube.com/watch?v=K1nUKXdOVJo 12. Discuss the slogan “where a kid can be a kid”, discuss who the target audience is, discuss the happy faces, and excitement shown to get kids to want to go. How could we use these types of things in advertisements that are not commercials? 13. Show Lego advertisement picture, https://www.conversioner.com/blog/1981-lego-ad-will-show-emotional-targeting-really-done 14. Discuss how the advertisement makes people interested in legos 15. If you were selling a brand new flavor of ice cream, how could you advertise it to the community? Where could you advertise? 16. If all you had to advertise was a poster, how would you make it appealing to people? (slogan, color, adjectives...etc.) 17. Assign students a wild ice cream flavor and place them in groups of 4 18. Students have 20 minutes to create an advertisement that would make people want to 	

- buy their ice cream (they must create a reasonable price, too!)
19. Students share their posters with the class via “gallery walk”
 20. Students vote in an anonymous jar which advertisement made them want to have the ice cream most
 21. Students come back together to discuss what made certain advertisements appealing and make the consumer want to buy their product

Handouts:

Back to IL Our Home candies from IL derived from corn? Pg 291 Instead of ice cream.

Corn syrup candies. Explain that it is not healthy though...

Name _____

Food Miles Math
Lesson with Ms. Naomi
[Lesson PowerPoint](#)

The average distance food travels to our plates is 1,500 miles.

A truck uses 30 gallons of gas to move a ton of food 1,000 miles.

How much gas is needed to move a ton of food 1,500 miles?

Gasoline costs \$2.90 per gallon. How much does the gasoline cost to move a ton of food 1,500 miles?

If the price of gasoline increases by \$0.20 (to \$3.10 per gallon), how does this affect the price to ship a ton of food?

What do you think this will do to the price of your food?

In the same 1,000 miles, a truck emits 666 pounds of carbon dioxide... how many pounds are emitted to move 1,500 miles?

An average-sized apple weighs $\frac{1}{3}$ pound.

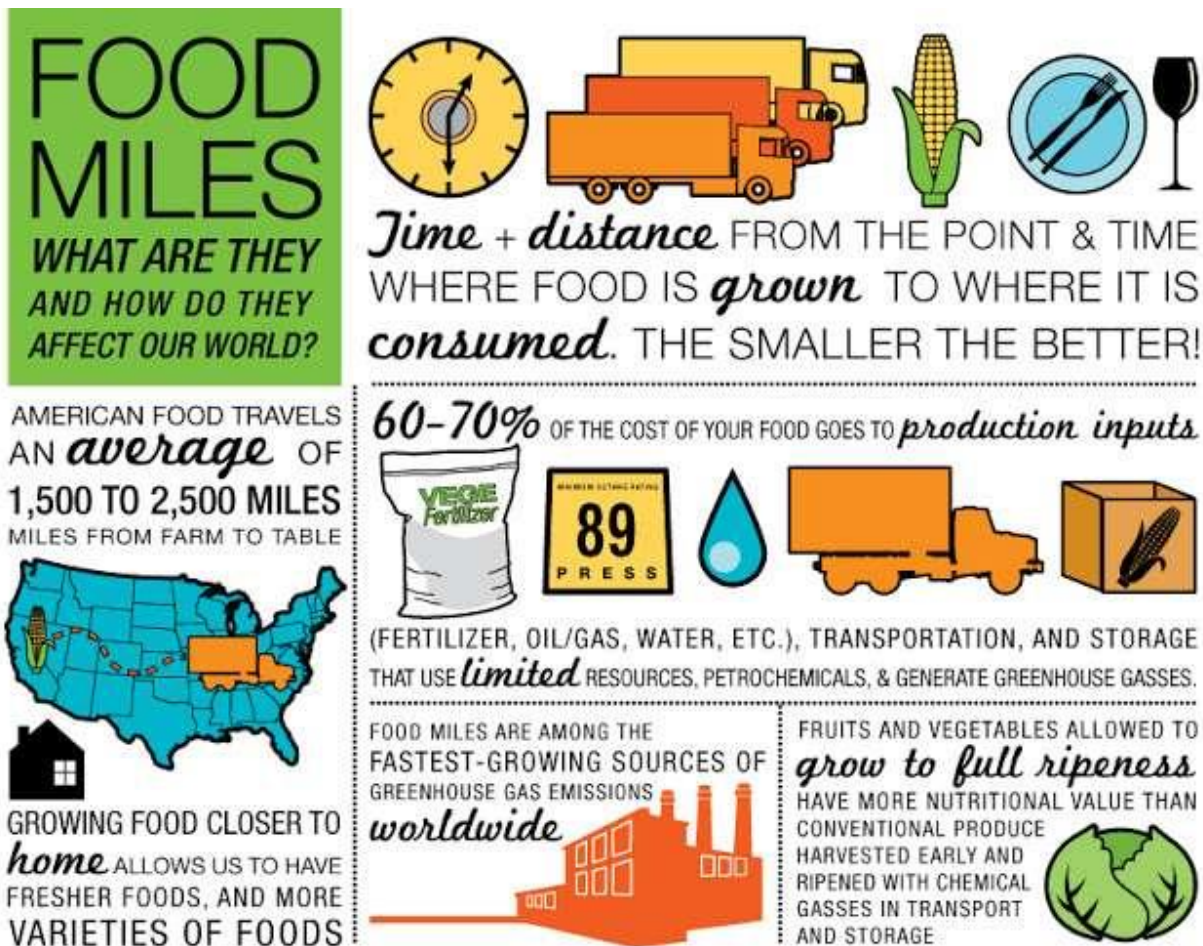
How many apples are in a shipment of a ton of apples? (One ton is 2,000 pounds).

About 10 million people live in the Chicago Metro area. If half of us eat an apple in a day, that's 5 million apples eaten in one day in this area.

How many trucks of apples is that? _____
Which means...

_____ gallons of gas costing _____ dollars, and

_____ pounds of carbon emissions



Most to least efficient -- cargo ship, train, truck, plane

11% of food impact is transportation (so far away but better produced may be better). 83% is production/farming method etc.

Estimates vary, but transport may account for 10-20% of the total energy use associated with the provision of a given food item. Foods with much higher total energy input (e.g., grain-fed meat) have a lower proportional transport cost (say, <10%), while foods requiring relatively low inputs and no preparation (e.g., fresh apples) have a higher proportional transport cost (e.g., >50%).

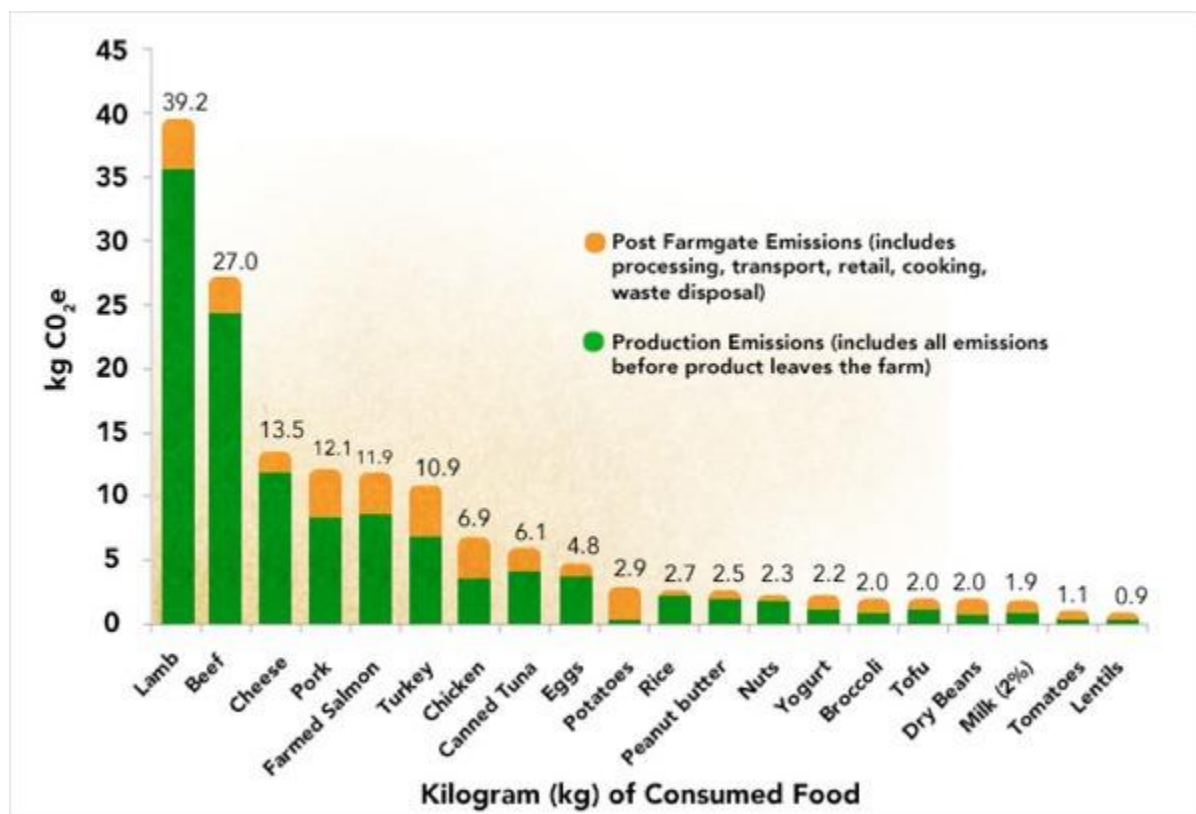
<https://www.hvfarmscape.org/food-miles>

Trucks 30 gal of gas per ton of food moved 1000 miles and emit 666 lbs carbon

<https://www.hvfarmscape.org/sites/default/files/foodmiles-redux-basics.jpg>

<https://www.buddinggeographers.com/global-interactions/food-miles/>

It is estimated that on average an American meal travels around **1,500 miles from growth to plate**. These miles are monumental and remove the local farmers from the food production picture. Large multinational corporations are increasingly reliant on imports and exports.



<p>Day 7 PBL Lesson 1: Introduction and Pre-Plan 1 day</p>	<p>Materials PBL Packet Printed for each student. ***Prior to this lesson, team must discuss budget for each classroom (2019 \$60), product sold (apple cider) and place visited for learning (Royal Oak Farm). In addition, an outside source to come to our school and discuss local farm economics. (Prairie Farm 2019).</p>
<p>Objective Students will create a business, manage budgets, and make decisions based on opportunity cost, which will result in setting up a business for consumers.</p> <p>Students will analyze and reflect on their business practices and product choice.</p>	<p>SS Obj.- SS.EC.1.4: Explain how profits reward and influence sellers.</p> <p>EFS Obj.- Students will understand that economics is a key part of the Triple Bottom Line (good for the economy, society, and environment).</p>
<p>Mini-Lesson:</p> <ul style="list-style-type: none"> ● Introduce the Economics Project to the class by reading the handout as they follow along. <ul style="list-style-type: none"> ○ Students should write their names on this packet as they will only be provided one. ● Next, explain to students that their consumer will be other students in the school and their product will be sold during recess time. ● Set a date for sales ● Assign groups: 4 students per group. ● Discuss the budget amount with students. All groups will have the same budget for their product. ● Pre-planning: web to brainstorm what are we selling how will it work- “Think about your plan” and “Who is Your Customer?” “Budgeting” <ul style="list-style-type: none"> ○ Students will have the rest of class time today to complete this task. ○ Students will sell apple juice. It is local, it is good for our economy, we will have the green schools here as well. Lemonade in winter is a good book to reference here! ○ Students should use their flipbooks, Social Studies, and reference their vocabulary terms as they plan their product and discuss their business. ● Write class will write a letter to Geoff (bank) based on the amount of money they will need for the project. <ul style="list-style-type: none"> ○ Supplies needed: cups, cider. Warmer? ○ We will be making cider for our class, buying cider from our field trip for sales (locally source). ○ We need to establish how many gallons we need to buy from the trip to sell. 	
<p>Handouts: PBL Packet: Pre-made. Packet includes: pages 17,20-24,26-30,33 PBL Unit Pages 17, 20-23 printed double-sided and stapled together. (Lesson 1) 24, 26-30,33 for future lessons.</p>	

Day 8 PBL Lesson 2: Product and Advertising 1-2 days	Materials PBL Packet Advertising: Computers, poster board, paper
Objective Students will create a plan for their product including budget, items needed, and advertising methods. Students will devise advertising that will attract their consumer.	SS Obj.- SS.EC.1.4: Explain how profits reward and influence sellers. EFS Obj.- Students will understand that economics is a key part of the Triple Bottom Line (good for the economy, society, and environment).
Mini Lesson: <ul style="list-style-type: none"> Students will begin creating a plan for their product making a list of anything that they will need using the “what will you need” page in their packet. Discuss as a class that groups should take their time and think big on their planning page. They can revise later by adding and dropping items. <ul style="list-style-type: none"> Remind students that they must keep track of their spending and stay within their budget from the bank (teachers). They will later compare how much was spent compared to how much was earned. Review advertising techniques from previous learning. <ul style="list-style-type: none"> Appropriate means: Video, posters, flyers, Morning announcements, etc. Students will work independently in their group today. Circulate the room asking questions, assisting, and help with what they may need and developing advertising. Students will create letters and will present to Geoff as the bank for a loan for their product. Each class will present their business proposal to Geoff (a couple students from each class). <ul style="list-style-type: none"> Use the information from the teams’ discussion on 1. Place we will visit to learn about (2019 Royal Oak Orchards) 2. Product (Apple Cider) 3. Costs and budget amount per class (2019 \$60 each). 	
Handouts: PBL Packet: Pre-made. PBL Unit Pages 17, 20-23 printed double-sided and stapled together. (Lesson 1) 24, 26-27 (Lesson 2) 28-30,33 for future lessons.	

<p>Day 9</p> <p>PBL Lesson 3: Sales and Tracking</p> <ul style="list-style-type: none"> Students will make their product prior to sales. 	<p>Materials</p> <p>PBL Packet</p> <p>Product Materials</p> <p>Completed Product</p>
<p>Objective</p> <p>Students will produce a product that they will sell to a consumer.</p> <p>Students will track data pertaining to the number of products sold, amount of money made, total sales.</p>	<p>SS Obj.-</p> <p>SS.EC.1.4: Explain how profits reward and influence sellers.</p> <p>EFS Obj.-</p> <p>Students will understand that economics is a key part of the Triple Bottom Line (good for the economy, society, and environment).</p>
<p>Mini-Lesson:</p> <ul style="list-style-type: none"> Students will use their “Time to Sell” and “Track your Day” pages while selling their products during a designated time. Students will record data throughout, use their advertising means. Assist students in setting up their selling spaces, having their data pages readily available, and answer any questions students may have. After sales, clean up, allow students to complete their data tables, let them know we will reflect tomorrow. 	
<p>Handouts:</p> <p>PBL Packet Pre-Made</p> <p>PBL Unit Pages 17, 20-23 printed double-sided and stapled together. (Lesson 1)</p> <p>24, 26-27 (Lesson 2)</p> <p>28-29 (Lesson 3)</p> <p>Page 30,33 Future lesson.</p>	

Day 10 PBL Lesson 4: Reflection and Self-Assessment	Materials PBL Packet
<p>Objective</p> <p>Students will reflect on their business practices and determine what went well, what could've been different in relationship to supply/demand and investment/profit.</p> <p>Students will self-assess their individual role within the business project as a whole.</p>	<p>SS Obj.- SS.EC.1.4: Explain how profits reward and influence sellers.</p> <p>EFS Obj.- Students will understand that economics is a key part of the Triple Bottom Line (good for the economy, society, and environment).</p>
<p>Mini-Lesson:</p> <ul style="list-style-type: none"> • First, congratulate students on completing this business project. • Next, have a classroom discussion on what students feel went well, what could have gone better, and what their overall opinions were. <ul style="list-style-type: none"> ○ What made sales productive? ○ What could've increased sales? ○ Compare investment amount to sales. ○ How was your product good for the economy? Society? The environment? • Students will have the remainder of the class to complete their packets, specifically pages 30, 33 and turn them in upon completion. 	
<p>Handouts:</p> <p>PBL Packet Pre-Made</p> <p>PBL Unit Pages 17, 20-23 printed double-sided and stapled together. (Lesson 1)</p> <p>24, 26-27 (Lesson 2)</p> <p>28-29 (Lesson 3)</p> <p>Page 30,33 (Lesson 4)</p>	

Economics Test Study Guide

Your Name:

Test Date:

1. Please study the following terms for your test.

Producer: The person who is selling the product.

Consumer: The person who is buying the products in the marketplace.

Scarcity: When you lack enough resources to make products that the consumer desires.

Budget: A plan for using income productively.

Opportunity Cost: The cost of a choice that you make.

Please be able to answer the following questions.

2. What is a budget? A budget is a financial plan for a business that estimates income and expenses.

3. What are some techniques for advertising? What are two techniques you used for your ice cream ad or the apple cider ads?

Association, Call to Action, Hype, Humor, Must Have, Sense Appeal, Testimonials/Endorsements, Special Ingredients, Sales and Price, Repetition, Fear, Prizes/Sweepstakes/Gifts.... (see attached)

4. What is an opportunity cost? Giving up something as a means of getting something better or making a choice. Example: I wanted to be in softball and hockey but I couldn't choose both because they were both on Tuesday night.

5 List an example of a scarcity? Not enough apples due to lack of crops, not enough cider, not enough cups, limited budget/ funds are all examples.

6. There will also be a situation that you will have to identify the producer, consumer, scarcity, and opportunity cost.

Resources including assignments and Unit Test: [Resources](#)



Unit Planner: 5th Grade P3BL: Jubilee Planning Integrated P3BL units

Tuesday, May 5, 2020, 12:40PM

Middle School > 2019-2020 > 5/6 > Interdisciplinary > Integrated P3BL units >
Week 30 - Week 37

Last Updated: 05/5/2020 by
Susan Neil

5th Grade P3BL: Jubilee Planning

Flaig, Carol; Hershiser, Chris; Hershiser, Naomi; Hurwitz, Sam; Klug, Rachel; McGeever, Jana; Neil, Susan; Turner, Roxanne

LEARNING EXPERIENCE OVERVIEW

Anchor Phenomenon

(LOCAL PERSON, PLACE, THING OR EVENT) - KICK-OFF IMMERSION FIELD EXPERIENCE - HOOK
Challenge presented by 6th grade teachers: what food would be best to grow for next year's Tomato Jubilee?

Guiding Questions

How does culture and geographic region affect plant growth food preferences?

Enduring Understandings

Given the growing conditions of our region, students will decide what vegetables could be planted to create a well-balanced menu for our Tomato Jubilee. Students will understand how we ensure successful seed growth in our climate. Students will evaluate the best time to plant and harvest vegetables. Students will efficiently and effectively prepare a meal with chosen ingredients?

Long-Term Learning Targets (I Can Statements)

I can design and create an effective menu for Tomato Jubilee using local produce. I can...

- understand the preferences of a given group of people
- create a menu to accommodate preferences and climatic considerations
- plan what seeds to plant
- present menu and seed decisions to 6th grade teachers for approval
- decide when and where to plant seeds/starts
- set up a tentative harvest schedule
- make healthy eating choices based on conversations/ lessons with a chef
- learn safety procedures in the kitchen

CONTENT OVERVIEW

In-Depth Content (including project/problem)

Project / Problem

Weather conditions and nutritional preferences affect the impact food has on a culture. These factors define the food "identity" of a particular culture. The following factors should be considered when planning and implementing the menu for Tomato Jubilee:

- social studies concepts including culture and traditions, and
- science concepts, including climate limitations

Using these factors as a guide, students will research, plan, prepare, and serve a meal to 5th and 6th grade students.

 [Master Chefs](#)

Standards

IL: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

IL: Grade 5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2e. Provide a concluding statement or section related to the information or explanation presented.

II. Science and Engineering Practices

Grades 3-5

Practice 1. Asking questions (for science) and defining problems (for engineering)

Asking questions and defining problems in 3–5 builds on K–2 experiences and progresses to specifying qualitative relationships.

Use prior knowledge to describe problems that can be solved.

Practice 2. Developing and using models

Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

Collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events.

Connections to the Nature of Science: Most Closely Associated with Practices

Scientific Investigations Use a Variety of Methods

Science investigations use a variety of methods, tools, and techniques.

Grades 6-8

Practice 6. Constructing explanations (for science) and designing solutions (for engineering)

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

Apply scientific ideas, principles, and/or evidence to construct, revise and/or use an explanation for real-world phenomena, examples, or events.

IL: Disciplinary Core Ideas

Grade 5

ESS3: Earth and Human Activity

ESS3.C: Human Impacts on Earth Systems

Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)

P21: 21st Century Student Outcomes

P21: K-12

Core Subjects & 21st Century Themes

Global Awareness

Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts

Learning & Innovation Skills

Creativity and Innovation Think Creatively

Use a wide range of idea creation techniques (such as brainstorming)

Create new and worthwhile ideas (both incremental and radical concepts)

Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Work Creatively with Others

Develop, implement and communicate new ideas to others effectively

Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas

Implement Innovations

Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Critical Thinking and Problem Solving Reason Effectively

Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Life & Career Skills

Be Flexible

Incorporate feedback effectively

Initiative and Self-Direction

Manage Goals and Time

Set goals with tangible and intangible success criteria

Utilize time and manage workload efficiently

Leadership and Responsibility

Guide and Lead Others

Use interpersonal and problem-solving skills to influence and guide others toward a goal

CI: Education for Sustainability (2018)

CI: All Grades

Big Ideas

LIVING ON PLANET EARTH

A healthy and sustainable future for human and other life is possible

Adaptability helps all living things (including humans) survive (even thrive) over time

All systems have limits. Healthy systems live within their limits. Tap the power of limits

We are all in this together: We are interdependent on each other and on the natural systems

TAKING RESPONSIBILITY FOR THE DIFFERENCE WE MAKE

Sustain-ability requires individual and social learning and community practice

Higher Order Thinking Skills

Hands on Skills

Gardening/Farming (organic, permaculture/biodynamic, integrated pest management)

Community Connections

Schools Serve as Resources to the Community

School buildings and grounds serve the whole community as learning hubs for continuing education of individuals as well as school and community stakeholders to learn together for the future they want

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Assessments

FINAL PRODUCT, PERFORMANCE, OR EXHIBITION

Summative: Written Product

Students will write a proposal to 6th grade teachers on the menu of the 2020 Tomato Jubilee.

Successful Planting and Harvesting

Formative: Authentic / Transfer Task

Students will plant according to schedule and harvest crops when needed.

Students will co-ordinate food preparation across the 5th and 6th grade classrooms.

Summative: Performance / Recital

 [Systems Thinking Pre/Post](#)

EMBEDDED AND RELATED LITERACY

Reading

Literacy Practices: small group research

Non-fiction Resources: planting timetables, recipes

Writing

Literacy Practices: organizing thoughts into main ideas; supporting these main ideas with logical details

Formats: business letter

Resources: graphic organizer

[BUSINESS LETTER FORMAT.pdf](#)

INTEGRATION POTENTIAL

Integration Potential

Math: Scaling recipes

Writing: Persuasive writing, Informational writing, advertising

Reading: Research skills (in looking for best types of seeds, when to plant, etc.)

Science: Sustainability, effective water usage

Social Studies: History of planting and land in Midwest U.S.A.

CARES connections

How will this unit foster and teach Collaborate, Aware, Respect, Empowerment and Sustainability?

Students will be in an 8-person committee, where they will collaborate on planning their specific part of the Tomato Jubilee in a respectful way. They must be aware of many aspects that go into planting, such as when to harvest, how

to take care of plants, what types of plants work best, and more. Throughout the whole process, students are encouraged to make sustainable choices when planting and gardening, and are empowered to make the key decisions that will lead to a successful Tomato Jubilee in Fall 2020.

PLACE BASED CONNECTIONS - OVERVIEW

Place Based Connections - Overview

FIELDWORK: local seasonal produce

SERVICE / ACTION: food preparation

Resources and Experts

Farm educators (Eric & Shannon) to lead a lesson on organic produce.

Trip to the farm to listen to how the farm educators grow their plants.

Local restaurant owners/chefs



Atlas Version 9.6

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Unit Planner: 6th Grade P3BL: Winter To Spring Food Production

Integrated P3BL units

Wednesday, February 12, 2020, 3:11PM

Middle School > 2019-2020 > 5/6 > Interdisciplinary > Integrated P3BL units > Week 18 - Week 32

Last Updated: [Friday, February 7, 2020](#) by Roxanne Turner

6th Grade P3BL: Winter To Spring Food Production

Flaig, Carol; Hershiser, Chris; Hershiser, Naomi; Hurwitz, Sam; Klug, Rachel; McGeever, Jana; Neil, Susan; Turner, Roxanne

LEARNING EXPERIENCE OVERVIEW

Anchor Phenomenon

(LOCAL PERSON, PLACE, THING OR EVENT) - KICK-OFF IMMERSION FIELD EXPERIENCE - HOOK

- Challenge presented by Mr. Deigan and/or Mrs. Flaig: helping with F2T food contribution during winter months

Guiding Questions

- What strategies or techniques can we use to grow crops during the winter season?
 - How has food production changed since its origins?
 - Have modern day gardening advancements been more beneficial or detrimental to supporting communities?

Enduring Understandings

- Students will understand the role geography/climate play on food production
- Students will describe how humans have adapted over time to improve their food supply.

Long-Term Learning Targets (I Can Statements)

- I can compare and contrast gardening practices in ancient civilizations to modern day advancements such as aquaponics.
- I can execute a survey to current 4th-5th grade families that will inform how the gardens can be managed over the summer.
- I can identify how to improve the current soil-less growing system to maximize output of produce.
- I can discern the most appropriate crops to grow soil-less from the 5th growing plan.

CONTENT OVERVIEW

In-Depth Content (including project/problem)

Project / Problem

How can we create food on campus for our monthly Farm to Table events, during the winter?

- Spring installation of an aquaponics system at PCCS?
- Evaluate the best crops to in a soil-less system
- Determine a healthy cuisine that can be made from plants

Standards

IL: English Language Arts 6-12

IL: Grade 6

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

6. Assess how point of view or purpose shapes the content and style of a text.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

Text Types and Purposes¹

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

W.6.1a. Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1d. Establish and maintain a formal style.

W.6.1e. Provide a concluding statement or section that follows from the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e. Establish and maintain a formal style.

W.6.2f. Provide a concluding statement or section that follows from the information or explanation presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.6.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SL.6.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.6.1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

L.6.1b. Use intensive pronouns (e.g., myself, ourselves).

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

L.6.2b. Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.*

L.6.3b. Maintain consistency in style and tone.*

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.6.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Language Progressive Skills

L.3.3a. Choose words and phrases for effect.

L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).

L.4.3a. Choose words and phrases to convey ideas precisely.

L.4.3b. Choose punctuation for effect.

L.5.2a. Use punctuation to separate items in a series.

IL: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

IL: Grades 6-8

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

6. Assess how point of view or purpose shapes the content and style of a text.

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.6-8.1. Write arguments focused on discipline-specific content.

WHST.6-8.1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1d. Establish and maintain a formal style.

WHST.6-8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

IL: Science and Engineering Practices

Grades 6-8

Practice 1. Asking questions (for science) and defining problems (for engineering)

Asking questions and defining problems in 6–8 builds on K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.

Ask questions to determine relationships between independent and dependent variables and relationships in models.

Ask questions to clarify and/or refine a model, an explanation, or an engineering problem.

Practice 3. Planning and carrying out investigations

Planning and carrying out investigations in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions.

Evaluate the accuracy of various methods for collecting data.

Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.

Collect data about the performance of a proposed object, tool, process or system under a range of conditions.

Practice 4. Analyzing and interpreting data

Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

Apply concepts of statistics and probability (including mean, median, mode, and variability) to analyze and characterize data, using digital tools when feasible.

Analyze and interpret data to determine similarities and differences in findings.

Practice 6. Constructing explanations (for science) and designing solutions (for engineering)

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

Apply scientific ideas, principles, and/or evidence to construct, revise and/or use an explanation for real-world phenomena, examples, or events.

CI: Education for Sustainability (2018)

CI: All Grades

Big Ideas

LIVING ON PLANET EARTH

Humans are dependent on Earth's life-support systems

All systems have limits. Healthy systems live within their limits. Tap the power of limits

Change is inevitable. Life is dynamic and living systems develop or they die

We are all in this together: We are interdependent on each other and on the natural systems

Nature sustains life by creating and nurturing communities

MAKING CHANGE

A small shift in one thing can produce big changes in everything

A sustainable solution solves more than one problem at a time and minimizes the creation of new problems

TAKING RESPONSIBILITY FOR THE DIFFERENCE WE MAKE

Sustainability requires individual and social learning and community practice

We are all responsible for the difference we make. Everything we do and everything we don't do makes a difference

Higher Order Thinking Skills

ANTICIPATORY Futures Thinking

discussing how people in the past affected our options today, and how we now affect the options of people in the future.

observe emerging trends and their potential future trajectories and to consider the range of possible future scenarios (Utopian, dystopian, possible, probable and desirable) so that we can design for the future we want. This includes the potential future consequences of inaction in the present, often referred to as the "no action" scenario.

EMERGENT Lateral & Creative Thinking

generate new ideas

COMPLEX Critical Thinking

improve the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it.

Be self-directed, self-disciplined, self-monitored, and self-corrective thinking.

Be clear, rational, openminded, informed by evidence, &&See Foundation for Critical Thinking for more information

COMPLEX [Living] Systems Thinking

encouraged to think in terms of interrelationships, patterns, dynamics and connectedness, and to understand how systems work over time and within the context of larger systems.

MINDFUL Metacognition

plan, monitor, and assess one's understanding and performance.

MINDFUL Reflective Thinking

take time to contemplate on our experience and knowledge, and on how things are going.

keep track of our progress, and, if needed, make adjustments and improvements

analyze and make judgements about what has happened.

Hands on Skills

Use and creation of appropriate technology to the place and culture in which you find yourself

Building, Making, Tinkering, Crafting

Cartography (mapping, geo spatial, geographic)

Design/Drawing

Gardening/Farming (organic, permaculture/biodynamic, integrated pest management)

Applied Knowledge- Content Standards

INVENTING THE FUTURE

The Standard: Vision, imagination, motivation and sense of self, combined with intentional design combine to create preferred futures for ourselves and our communities.

Students will anticipate and construct plausible futures, do scenario planning, design, implement and assess themselves and their actions in the service of their individual and collective visions.

SYSTEM DYNAMICS AND CHANGE

The Standard: A system is made up of two or more parts in a dynamic relationship that form a whole whose elements "hang together" and change, because they affect each other over time. Living systems are open and self-organizing and are maintained by flows of information, energy and matter.

Students will know and understand the dynamic nature of complex living systems and predict and monitor change over time.

Applications and Actions

BUILD CAPACITY

Create Social Learning Communities

Engage in Dialogue

Honor the specific knowledge and skills that each person and culture brings

Build from successes, Learn from mistakes, develop strategies to improve, and apply what is learned

Teach and Learn

DESIGN AND CREATE

Accept responsibility for the consequences of design

Apply technology appropriately so that today's solutions don't become tomorrow's problems

Design for multiple pathways, resilience and reinforcement

Design for whole systems integrity with ecological principles and physical laws in mind

LEAD/GOVERN

Ask different questions and actively listen for the answer

Empower people and groups

Envision, strategize and plan

Lead by example

BE JUST, BE FAIR

Be inclusive

Take responsibility for the effect you have on future generations

Treat others with respect and dignity

PARTICIPATE AND COLLABORATE

Listen to one another

Serve your community

Dispositions

BEING

Curious

Imaginative

Mindful

Motivated

Open Minded

Persevering

Resilient (the spirit to bounce forward not back)

RELATING

Collaborative

Ethical

Place/Community Conscious

Respectful

Responsible

Trustworthy

Community Connections

Schools and Communities Learn and Work Together in Partnership

Develop sustainable community visions and re-visions over time

Map community assets and conduct needs assessments

Consider and prepare for a range of potential future scenarios, while charting a course toward the preferred future

Develop, measure and monitor SMART (specific, measurable, achievable, realistic & time bound) goals and sustainable community indicator sets. Schools data is embedded in social, ecological and economic indicator sets

Schools and Communities Celebrate and Reflect Together

Make time to reflect on where we are, how we got here, how far we have come, how close we are to where we are going, and what we are going to do next.

Celebrate the learning that comes from worthy failures

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Assessments

FINAL PRODUCT, PERFORMANCE, OR EXHIBITION

Agriculture Constructed Response

Written Product

 [Global Issues Definitions - for ELA Notebook](#)

 [Model: Global Issues Presentations](#)

EMBEDDED AND RELATED LITERACY

Reading

Literacy Practices (e.g. book clubs, anchor texts, thinking strategy studies/series of workshops)

-Mastery of the following vocabulary:

- - GMO's
 - Organic
 - Aquaponic/Hydroponic
 - Agriculture
 - Irrigation
 - Shaduf
 - Aqueduct
 - pH
 - Indoor climate control
 - Systems terminology (input, output, component, subsystem, boundary, feedback loop)

Non-fiction Resources:

- **National Geographic *Global Issues* leveled-texts**
-

Writing

Literacy Practices (e.g. writing trait studies/series of workshops, use of models & critique):

-

Formats (e.g. business letter, short story)":

- Slideshow presentation (small group) on growing techniques
- Individual writing piece on historical development of Agriculture (Mesopotamia)

Resources:

- **National Geographic *Global Issues* series**
- **Smekens Education 6 Traits Resources**

<p>Fiction Resources:</p> <ul style="list-style-type: none"> • 	
<p align="center">INTEGRATION POTENTIAL</p>	
<p>Integration Potential Social studies: discussion, reading and writing about food production in ancient cultures (from hunter/gatherers to the first farmers in Mesopotamia)</p>	
<p>CARES connections How will this unit foster and teach Collaborate, Aware, Respect, Empowerment and Sustainability? C: students collaborate in small groups to create presentations A: students build awareness by completing research tasks R: students read about and listen to a variety of ideas, building their respect and appreciation for different perspectives E: students are guided through the process of analyzing information and will be empowered to design individual claims S: students read, present and eventually implement sustainable techniques to be utilized for years to come</p>	
<p align="center">PLACE BASED CONNECTIONS - OVERVIEW</p>	
<p>Place Based Connections - Overview FIELDWORK: planting in the spring SERVICE / ACTION:</p> <ul style="list-style-type: none"> • work on 5/6 community gardens 	<p>Resources and Experts "Food for Thought" Resource from Jenny "Development of Ag" SS Lesson Argumentative Writing Template Argumentative Writing Peer Editing "How My Garden Grows" Math Middle Eastern F2T Connection Plans 6th Grade Spring PBL: Sci/SS Integrated Food Production Unit</p>



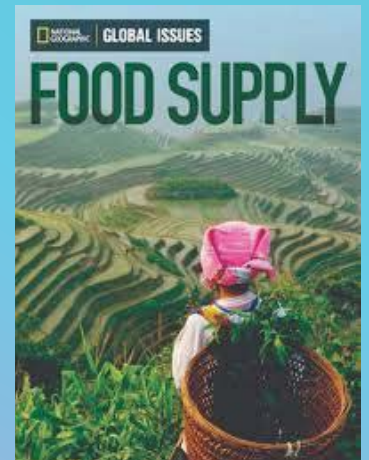
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Food supply

By: Alayna, Alex L, and Jack.

A food supply chain or food system refers to the processes that describe how food from a farm ends up on our tables. The processes include production, processing, distribution, consumption and disposal.



Key words!

Agriculture- (n) the growing of food

Climate change- (n) gradual changes in Earth's temperatures

Cocoa- (n) the main ingredient of chocolate

Diversification- (n) in agriculture raising more than one crop

Drought- (n) a long period without water

Yield (n) the amount of crops a piece of land can produce

Fair trade- (n) a system that pays farmers a fair price for their products

Famine- (n) an extreme scarcity of food

Key words!

Monsoon- (n) seasonal change in prevailing winds that brings heavy rains

Saturated- (adj) containing the greatest amount of liquid that can be absorbed; unable to absorb more liquid

Malnutrition (n) poor health caused by a lack of adequate food

Pasture (n) land where animals graze

Green Revolution (n) an movement to help farmers in India raise more food

Inflation (n) rising prices for food

Livestock (n) animals raised for meat or milk

A map of South Asia, with India highlighted in green. Neighboring countries like Tajikistan, China, and Thailand are labeled. The Indian Ocean is to the south, and Sri Lanka is to the southeast. In the top right corner, there is a small globe with a yellow box highlighting the Indian subcontinent.

Feeding india's people

India has more than 1 billion people, the 2nd largest population. But an estimated 20 percent of india's population suffers from **famine**. India produces more than $\frac{1}{3}$ of the tea grown on the planet. Yet malnutrition still exists. Tea workers only earn a dollar a day and some fields have even closed leaving workers without even that low wage. This makes many families starve. Often the food donated by other parts of the world for the hungry is stolen or lost on the way. lucky people soon realized this and started the **green revolution**. Farmers started using chemical fertilizers pesticides and better seeds and **yielded** larger crops.

Farming mali's harshland



A couple of women in mali traveled to a food conference and earned 1st place for there locally grown onions. Only a small portion of the land in mali is sustainable for farming so the people were excited that the women could use it to grow shallots. The poor soil is hard for farming so they use **cover crops**, and **green manure** to improve the soil. The shallots are tasty, nutritious, and full of vitamins. And mali can sell them for cash to use for other goods.

Feeding the hungry in Bangladesh

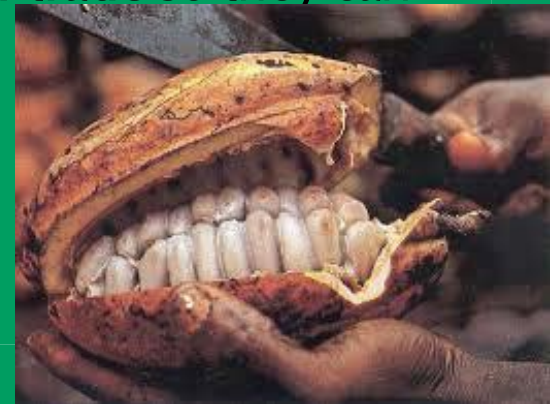
Bangladesh is a low lying country, which is really bad for agriculture because they are always threatened by rising sea levels, because of **climate change**. Bangladesh is in the delta of three major river systems. As the climate changes **monsoons** got stronger. Usually farmers would be grateful for the heavy rains, but with the **monsoons** some areas become too **saturated**, and will flood because the land can't absorb any more water. That doesn't stop the farmers from planting, growing, and harvesting their crops, because they need money. Most farmers are raising saltwater species like shrimp and crabs, to make money.





Hunger in Côte d'Ivoire

Côte d'Ivoire is in West Africa, even though it is the world's leading producer in cocoa it is one of the 20 poorest countries in the world. Some families need money so they sell their kids to other farmers as working slaves. There are approximately 12,000-15,000 kids enslaved on cocoa bean farms. There are organizations that help cocoa farmers get an education. They train the farmers to improve quality, efficiency, **diversification**, and business skills. There are other organizations that are helping with problems that small farmers from a different angle. They encourage them to engage in **fair trade** so they can make a fair amount of money.



Pakistan struggles to feed its people

In Pakistan, there has been lots of floods. These floods have destroyed homes and fields. By 2011, these floods have affected 5 to 10 million people, 2 million acres of crops, and over 112,000 livestock. This was not good for Pakistan's food supply. Because of this shortage of food, inflation is happening. Because of inflation, people who don't have food in the first place definitely can't get food now, because it costs more than usual. To help with Pakistan's food problems, people have created farmer field schools. At the schools, the farmers learn to deal with disease and pests, and prepare the soil.



Crisis in the Horn of Africa



The Horn of Africa consists of 5 countries: Somalia, Ethiopia, Djibouti, Kenya, and Uganda. In 2011, these 5 countries were suffering from the world's worst food crisis. Tens of thousands of people were dying. Somalia was affected the most. 4 million people (half the country's population) were hungry. **Drought** had dried up the grazing pasture that they were raising their livestock on. In October 2011, there was rain again. There had been a drought for the last 2 years, so this meant that the farmers could plant their crops again. But the rain was not welcome in some other places. In some refugee camps, people were staying in cardboard and plastic huts that were destroyed by the rain. And, in Somalia, the mosquitoes carry malaria, and in this wet weather, the mosquitoes multiplied like crazy. But, people are helping the Somali with their food problem. Aid agencies are giving the farmers seeds to plant, and helping with so many other things.

Quiz

Time

Q: Côte d'Ivoire is one of the ____ poorest countries in the world.

A: 20

Q: What natural disaster hits Bangladesh and makes the land over saturated?

A: A Monsoon

Q: How much money do tea laborers earn a day?

A: One dollar

Q: What destroyed the fields
in Pakistan?

A: Floods

Q: What 5 countries make up the horn of Africa?

A: Somalia, Ethiopia, Kenya, Djibouti, and Uganda

**THANK
YOU!**

Prompt: Has the development of agriculture had an impact on human life? What has agriculture's impact been, more negative or more positive? Be sure to use notes from *multiple* sources to support your claim.

Agriculture had a positive effect on the daily life of human beings. It was a positive advancement because we grow more food than we can eat and we began to have people who don't produce food and instead produce novelties such as jewelry and art.

Agriculture made sure we always had food and some more for trading and storing. Source 2.A. proves that the things grown produced seeds that let us store the extras for the following years. Eventually, we had to develop a system to keep track of trades and payments. The original system was a system of clay tokens that had a similar shape of the trade/ payment. (Sheep, wheat, jewelry.) In source 2.c., it told me that tokens began to be too difficult to manage around 4000BCE. Tokens began to disappear and cuneiform came along. We began to write left to right instead of top to bottom. Cuneiform means wedged shaped and the shape was made with a reed stylus. (Like an ancient apple pen.)

Something that wasn't addressed in the sources I had read was the effect it had on where we live. (It may have been covered in source 3B or 3C.) Farming made us settle down and tend to farms and build permanent homes. You can't be nomadic if you have roots set; literally. Illinois is known as the prairie state, even if only 1% of the original grasslands are still alive. We have a state with 75% farmland, more plants than people. Which if you think about it could be good. It earns Illinois a certain amount of revenue. It generates about 19 BILLION dollars every year.

In source 3C, it was addressed that diseases were a consequence of agriculture. The sicknesses were caused by bugs and viruses in the dirt. The death rate rose. "*It can't be all bad, right?*" You ask. No, it isn't. The cities realized that they had to find a cure. The infected helped save many others. The finding of a cure for one disease leads to finding many others. Making and distributing medicine became necessary, so a job arose. One bad thing can lead to many amazing things.

Agriculture has had a large impact on the daily life of many people. It gives us food, our favorite luxuries like restaurants and helped humans find a place to settle down. Here, in the great state of ILLINOIS (nois, nois, nois...), a lot of us depend on farming for income and to be able to put food on the table. We are a (quote, on quote) "farming

state”. To wrap this up, agriculture is a great example of something that bit by bit, became a wonderful thing for our daily life.

Prompt: **Has the development of agriculture had an impact on human life? What has agriculture's impact been, more negative or more positive?** Be sure to use notes from *multiple* sources to support your claim.

Agriculture has had an impact on life. Agriculture has been a more positive effect. The author states in 3.A, the population is growing over time, this means agriculture has to grow. Also when we came closer to "Before the common era," more types of plants could be grown because of artificial selection. Therefore there can be more nature-based cures for people. Also in 3.B when we came closer to "Before the Common Era," there were more tools that could be used for farming. Agriculture is an impact on life because fruits and vegetables make us healthier.

When planting grew bigger there could be more jobs. They would have to have people working in the field, people processing the food, and people providing the food. In 1.B it states that it got more humid closer to "Before the common era," this is good so the farmers don't have to water their plants as much. Shown in 3.B there was a small hut. A person looking for a job could build a hut for the other workers to work in the shade. That is why agriculture has a more positive effect.

Prompt: Has the development of agriculture had an impact on human life? What has agriculture's impact been, more negative or more positive? Be sure to use notes from *multiple* sources to support your claim.

The development of agriculture was a positive advancement because it brought a new way to collect food. This allowed the Mesopotamians to not have to use the hunter-gather system, instead settle down somewhere with a steady supply of food. According to source 3C once agriculture came along the death rates went down because they then had a constant supply of food. Before they had to look and look for meat sometimes unable to find it, and the only plants they got were hard to find as well. Forcing them to move every time the food supply in the area was low. But, as a con of agriculture diseases came with the food that was grown the diseases came from the soil and from bugs. This once again raised the death rates. Soon they were able to create a cure lowering the death rates again making agriculture a successful food source.

From what I have learned from source 2A soon after creating more and more crops they felt they ended up with more food than necessary some quit farming to create new jobs and helpful tasks to support their city. Therefore they had the farmers give them food. Their emperor decided that they all must pay a price to be supplied with the food so taxes were invented. He also thought he deserved a fair share of his cities food. They each had to pay the Emperor with crops or labor to him. To keep track of these payments along came tokens soon the tokens were used to count more than taxes. Farmers used them to keep track of sales and livestock. They were there counters helping all of them keep better track of everything.

The author from source 2B states agriculture also created writing, when the tokens that were made because of agriculture. The tokens grew too hard to count each time they wanted to know the total of something. So they started to create symbols in clay that each represented a certain number. They now had an easier way to keep track of their taxes livestock and other things. These symbols over time became more and more

advanced. Besides the symbols becoming more advanced they also created symbols to mean words. For example, create a symbol for corn then write that symbol as well as the number for how much they had. That is how agriculture led to the development of writing.

This proves that agriculture had an overall very positive effect on humans and their developments/inventions. Despite a few downfalls that came from agriculture there were way more good benefits coming from it. Agriculture was such a good way to maintain a food source we still use it today after all if it hadn't had a positive output we would not still use it today. Instead, we would have a completely different way to maintain a large supply of food.

Expressions and Equations Unit Overview

Unit Title: Expressions and Equations

Grade level: 7th Grade

Time Frame: 25- 30 days

Overview:

In this unit, students will use prior knowledge about combining like terms to further explore the basics of Algebra. Students will become fluent in combining like terms involving rational numbers. Students will be exposed to and practice keeping equations balanced when solving for equations as well as the importance of their solution to an equation. The class will then take this knowledge and apply it to real-world scenarios in an effort to further develop a deeper understanding of the everyday application to solving algebraic equations.

Common Core Standards:

- 7.EE.A.1- Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- 7.EE.A.2- Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.
- 7.EE.B.3- Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate, and assess the reasonableness of answers using mental computation and estimation strategies.
- 7.EE.B.4- Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

Essential Questions:

- What is an expression and how can I simplify it?
- What is an equation and how can I solve it?

Knowledge and Skills:

Students will be able to...

- Identify all parts of an expression.
- Simplify expressions by combining like terms.
- Solve one and two-step equations.
- Solve multi-step equations.
- Check their solutions by plugging the answer back into the original equation.
- Translate and solve real-world problems to find a solution that makes sense in the context of the problem.

Introductory Concepts:

The unit will begin with a vocabulary lesson so that all students will have the same understanding of each part of an expression. Students will work towards becoming fluent in combining like terms as well as a quick review of dividing fractions.

Essential Vocabulary:

- | | | |
|--------------|---------------------|---------------|
| - Constant | -Variable | - Coefficient |
| - Operation | - Inverse operation | - Term |
| - Reciprocal | - Substitute | - Balance |

Teacher Research/Resources:[Guided notes](#)[Scaffolded Practice](#)[Example Practice worksheet](#)[Expressions Review Activity](#)[Application Problems](#)**Lessons****Week 1:** Expressions

Students will begin this unit with a vocabulary lesson to introduce/reinforce the various parts of an expression. The next following days will be on enhancing and mastering of: identifying and combining like terms and simplifying expressions. A heavy focus will be placed on rational number operations while combining like terms (knowing that a subtraction sign makes a number negative).

Week 2: One and Two-Step Equations

Students will expand upon expression by including an equal sign and terms on both sides. Students will use everything they practiced about simplifying expressions, followed by the idea of inverse operations in order to solve for the variable. Students will be able to check their solution by plugging their solution back into the original equation to make sure both sides are still balanced. Opportunities for differentiation can include balance scales and manipulatives, the use of various types of rational numbers, and small group work.

Week 3: Multi-Step Equations

Students will continue to master basic one and two-step equations as well as be able to solve multi-step equations through scaffolded instruction and practice. Students will use their abilities to combine like terms and follow the order of operations to correctly solve multi-step equations involving rational numbers and variables on both sides of the equal sign.

Week 4: Application

Students will use their newly mastered skills as they apply to real-world scenarios. Students will be able to gain an appreciation for algebraic equations and see the importance of variables in a real-world setting. Students will begin to understand that the variable in each equation is representing the question at hand. Students will be provided with scaffolded instruction and practice as it pertains to application problems. Opportunities for differentiation occur here.

7th Grade Social Studies Unit 5: The American Civil War

Essential questions	
<ul style="list-style-type: none"> • *What were the sectional differences in America during the mid-1800's? • *How did Americans attempt to compromise in an effort to solve their sectional differences? • *What events led to the Civil War? • *How was the North able to defeat the South in an effort to preserve the Union? 	
Primary skills taught: <ul style="list-style-type: none"> • Analyzing cause and effect relationships • Evaluating leaders and their impact during this war (POV) • Applying geography skills and interpreting data to predict outcomes • Justifying decisions made by people during this war • Defining the political climate and effect • Economical and social aspects of this war • Analyzing a primary source effectively • Improving expository writing skills • Analyzing and synthesizing media for historical significance 	Standards covered <p>CCSSRH.9-10.10 CCSSRH.9-10.7 CCSSRH.9-10.4 CCSSRH.9-10.3 CCSSRH.9-10.2 CCSSRH.9-10.1 CCSSRH.6-8.10 CCSSRH.6-8.7 CCSSRH.6-8.4 CCSSRH.6-8.3 CCSSRH.6-8.9 CCSSRH.6-8.8 CCSSRH.6-8.6 CCSSRH.6-8.5 CCSSRH.6-8.2 CCSSRH.6-8.1</p>
Assessment <ol style="list-style-type: none"> 1. Unit Test 2. Abraham Lincoln: "The Great Emancipator" or "Just Another Politician" Writing assessment	Assessment: <p>Students begin understanding Lincoln just prior to being elected in 1860, then analyze a variety of primary source images, text, and cartoons to see how his thinking evolved. Students write an argumentative CER paragraph citing primary source information related to their beliefs concerning Lincoln's political evolution.</p>
Texts	
Anchor: <ul style="list-style-type: none"> • Prentice Hall; America: History of Our Nation Related texts: <ul style="list-style-type: none"> • Gettysburg Address • Narrative of the Life of Frederick Douglass 	

Teaching sequence	
<u>Causes of the Civil War</u>	Students explore slavery; states' rights; economic differences between the North & South; abolitionist movement; westward expansion; Kansas-Nebraska Act; popular sovereignty; <i>Scott v. Sanford</i> ; John Brown's raid on Harper's Ferry; & the election of 1860.
<u>Horrors of Slavery</u>	Students explore several different sources--- autobiographical books, images, photos--- of artifacts relating to the realities of slavery during the antebellum period.
<u>Civil War Scavenger Hunt</u>	Students navigate the sets of information analyzing data to learn about Civil War destruction and results
<u>Strengths, Weaknesses, and Game plan of Both Sides</u>	Students learn about the firing at Fort Sumter, the strategies of both sides, and how both sides stack up
<u>Why did we Fight?</u>	Students read 9 (very brief) accounts of why soldiers (white, black, male, female, slave, free) joined to fight in the Civil War.
<u>Civil War Battle Mapping</u>	Students use a map to record key information regarding important battles throughout the Civil War.
<u>The Battle of Gettysburg</u>	Students use maps, primary sources, and images to analyze the events of the Battle of Gettysburg and determine why it was such a pivotal turning point in the American Civil War.
<u>Life During the Civil War</u>	What was it like for a civilian during the Civil War? Use this primary source activity to engage students on the civilian experience.
<u>The Gettysburg Address</u>	Students chunk the Gettysburg Address to make it more student friendly - they will identify key vocabulary, terminology, and make connections.
<u>Abraham Lincoln: Great Emancipator or Just Another Politician</u>	Students begin understanding Lincoln just prior to being elected in 1860, then analyze a variety of primary source images, text, and cartoons to see how his thinking evolved.

Grade 8 ELA: *To Kill a Mockingbird* unit

Overview	
<p>In this unit, centered on Harper Lee’s classic novel <i>To Kill a Mockingbird</i>, students will read the novel with a focus on Scout’s growing understanding of her world and the underlying injustices in her community, the ways her narrative perspective guides the text, and the multiple themes interwoven into the storyline. Nonfiction and related texts will increase students’ background knowledge and deepen their insight into the themes developed in the anchor text.</p> <p>At the same time, the novel will be used to develop students’ awareness of questions of prejudice and injustice in the past and in the world today.</p> <ul style="list-style-type: none"> Integrated with grade 8 social studies 	
Unit Focus/Essential Questions	
<ul style="list-style-type: none"> What kinds of experiences help us learn to judge right from wrong? Why should we try to understand others’ perspectives? How do prejudice and injustice affect an individual and the community? How does an individual’s response to it reveal character? How does the narrator influence our understanding of events and characters? Why is background knowledge important for comprehension? 	
Texts	
<p>Anchor text: <i>To Kill a Mockingbird</i> by Harper Lee (guided reading level Z)</p> <p>Supporting texts: <i>Background information:</i></p> <ul style="list-style-type: none"> “To Kill A Mockingbird in Context” text set (Jim Crow laws, Harper Lee, rules for girls, the Great Depression) Photos from the Library of Congress “Lynching in America” New York Times article Emmett Till video clip from <i>American Experience</i> (PBS) “What are we going to do about Prince Edward County?” <i>New York Times</i> review and other current civil rights articles <p><i>Extension</i></p> <ul style="list-style-type: none"> Script of courthouse scene <i>To Kill a Mockingbird</i> movie “The Case for Unpopular Clients” or others from <i>Using Informational Text to Teach “To Kill a Mockingbird”</i> 	<p>Differentiation</p> <ul style="list-style-type: none"> Audio book available Alternate supporting texts (lower level/higher level) Alternate text: <i>The Watsons Go to Birmingham</i> by Christopher Paul Curtis (guided reading level U) Graphic organizers to support comprehension available in place of annotations, tiered question sets. Choice of visual or written project Movie can be watched before reading the novel.

Skills and Standards	
Primary skills taught <ul style="list-style-type: none"> • Determining a theme and its development over the course of the text • Describing a theme's relationship to character, setting and plot • Annotating • Giving context to quotes. Explaining evidence. • Analyzing multiple perspectives on an event • Comparing fictional and nonfictional accounts of an event. • Mapping plot structure with multiple storylines • Identifying advantages and disadvantages of an unreliable first-person narrator • Interpreting irony and figurative language • Designing strong research questions • Evaluating primary sources (SOAPSTone) 	Standards covered <i>Reading Literature</i> RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.6 RL.8.7 RL.8.10
Speaking & Listening, Language Skills <ul style="list-style-type: none"> • Small- and large-group discussions • Active/passive voice • Understanding dialect; dialect as a tool for characterization • Verbal irony and figurative language • Euphemisms 	<i>Speaking & Listening Standards</i> SL.8.1 SL.8.2 <i>Language Standards</i> L.8.3 L.8.5
Writing Skills <ul style="list-style-type: none"> • Giving context to quotes. Explaining evidence. • Generating research questions, evaluating sources. 	<i>Writing Standards</i> W.8.1b W.8.7 W.8.9
Assessments (Formative and Summative)	
<ul style="list-style-type: none"> • Explain the context/importance quizzes • Chapter questions • Annotations • Socratic seminar • TKAM values poster and/or one-pager • Historical research slide show • End-of-book fishbowl discussion 	
Teaching Sequence	
1. Before reading	Building background (stations): Readings from "Putting TKAM in Context," Depression-era

	photos, video clip about Emmett Till (Till's murder occurs around the time Lee starts writing the book.). Discuss as class.
2. Chapters 1-4	<p>"Who's Who in TKAM" graphic organizer, context lesson/practice, annotation lesson/practice.</p> <p>Discuss characters and ch. 2-3.</p> <p>Maycomb's Ways activity on the importance of setting.</p>
3. Chapters 5-8	<p>Boo Radley collaborative annotation exercise, Scout as narrator-What Jem Understands v. What Scout Understands graphic organizer, Jean Louise's Greatest Hits - Scout's use of language.</p> <p>Annotate ch. 8.</p> <p>Active vs. passive voice.</p>
4. Chapters 9-11 (9-Francis, 10-Dog, 11-Mrs. Dubose)	<p>Ch 10 touch on symbolism, foreshadowing.</p> <p>Annotate ch 11.</p> <p>Socratic seminar focusing on these chapters.</p>
5. Chapters 12-13 (12-Church)	<p>Role play exercise for ch 12.</p> <p>One-pager assignment on a character, chapter or Maycomb.</p>
6. Chapters 14-15 (15-Tom)	<p>Civil Rights mini research project. Crafting research questions, ways of searching, primary sources. Create slideshow to present findings.</p> <p>Background on lynching lesson - "Lynchings in America" article.</p> <p>Read Ch 15 aloud in class.</p>
7. Chapters 16-21 (Trial)	<p>Perform script of trial (assign roles).</p> <p>Understanding irony and euphemisms lesson.</p> <p>Continue work on mini-research question.</p>
8. Chapters 22-23	<p>Questions on Ch 22-23, discuss trial, Mayella.</p> <p>"The Case for Unpopular Clients" activity.</p>
9. Chapters 24-27	<p>Present research. Close read missionary meeting chapter. Complex/flat, static/dynamic characters.</p> <p>Map plot structure.</p>
10. Chapters 28-31	<p>Create themes gallery walk (groups responsible for different themes). End of book questions.</p>
11. After reading	<p>Fishbowl discussion. Civil rights today articles.</p> <p>Watch the movie!</p>

Standards

Reading Literature

[CCSS.ELA-LITERACY.RL.8.1](#) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RL.8.2](#) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

[CCSS.ELA-LITERACY.RL.8.3](#) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

[CCSS.ELA-LITERACY.RL.8.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

[CCSS.ELA-LITERACY.RL.8.6](#) Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

[CCSS.ELA-LITERACY.RL.8.7](#) Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

[CCSS.ELA-LITERACY.RL.8.10](#) By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Reading Informational Text

[CCSS.ELA-LITERACY.RI.8.1](#) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RI.8.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

[CCSS.ELA-LITERACY.RI.8.6](#) Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

[CCSS.ELA-LITERACY.RI.8.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Speaking & Listening

[CCSS.ELA-LITERACY.SL.8.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

[CCSS.ELA-LITERACY.SL.8.2](#) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Language

[CCSS.ELA-LITERACY.L.8.3.A](#) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

[CCSS.ELA-LITERACY.L.8.5.A](#) Interpret figures of speech (e.g. verbal irony, puns) in context.

Writing

[CCSS.ELA-LITERACY.W.8.1.B](#) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

[CCSS.ELA-LITERACY.W.8.7](#) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[CCSS.ELA-LITERACY.W.8.8](#)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

****Sample activities from the unit****

Directions: For each quote, give its context. What was going on before this happened or was said? Then, explain why this quote is important to the story. Does it show something important about a character? Does it relate to a conflict? Does it possibly relate to a theme? Explain.

Chapter 2 "Miss Caroline, he's a Cunningham." I sat back down.

"What, Jean Louise?"

I thought I had made things sufficiently clear. It was clear enough to the rest of us: Walter Cunningham was sitting there lying his head off. He didn't forget his lunch, he didn't have any. He had none today nor would he have any tomorrow or the next day. He had probably never seen three quarters together at the same time in his life.

I tried again: "Walter's one of the Cunninghams, Miss Caroline."

"I beg your pardon, Jean Louise?"

"That's okay, ma'am, you'll get to know all the county folks after a while. The Cunninghams never took anything they can't pay back--no church baskets and no scrip stamps. They never took anything off of anybody, they get along on what they have. They don't have much, but they get along on it."

Context: What was going on before?

Why is this quote important? What does it show?

Role Play: To Kill a Mockingbird Chapter 12

Atticus Finch tells Scout, "You never really understand a person until you consider things from his point of view . . . until you climb into his skin and walk around in it." In this activity, try to understand what the different characters were thinking and feeling during the tense conversation with Lula at Calpurnia's church. Reread the scene, think about it, and then act and respond as if you were the character.

Possible questions for:

Scout

- What did you expect Calpurnia's church would be like?
- What surprised you at First Purchase Church?
- How did you feel when Lula said you shouldn't be there?

Rev. Sykes

- What do you think about the Calpurnia bringing the Finches to church?
- What else were you thinking about today?
- What were you thinking when Lula became upset at Calpurnia?

Lula

- Why were you so angry about the visitors?
- Why does Zeebo say you have fancy thoughts and haughty ways?
- What did you mean when you said to Calpurnia, "An' I reckon you's comp'ny at the Finch house during the week?"

Calpurnia

- Why did you scrub Scout so much and make sure her clothes were extra ironed before you came to church?
- What do you think about Lula?
- Do you regret bringing the kids?

Values in To Kill a Mockingbird

One theme in *To Kill a Mockingbird* has to do with learning to be a good person, or a person worthy of respect. For this assignment, choose four episodes in the story where Lee presents a person as having an admirable personality trait, such as honesty or compassion or independence. For example, in *The Outsiders*, Dally's willingness to help Ponyboy and Johnny escape after the stabbing illustrates the value of loyalty, a virtue S.E. Hinton seems to say is important throughout the book.

1. Choose four different episodes from Ch. 1-27 and think about what value they seem to point to as important.

Value	Chapter	Description
Value	Chapter	Description
Value	Chapter	Description
Value	Chapter	Description

2. Divide your paper into four sections. Give your paper the title "Values in To Kill a Mockingbird."

3. In each section, write the value in big letters (like the title of that section.)

4. Write the chapter number you will be discussing for that value.

5. Write a paragraph explaining what happens, and how this relates to that value.

6. Draw a symbol of the value (scales for justice, for example) or an illustration of the event. Color it.

7. You will be graded on the accuracy and thoughtfulness of your examples, and neatness/readability.

“The Case for Unpopular Clients”-lesson at a glance

Monday and Tuesday

- Introduce general topic: The writer of an editorial, who represented Timothy McVeigh after the Okla City bombing, argues that everyone — no matter how terrible a crime they are accused of — deserves to have a good lawyer, and the lawyers shouldn’t be attacked professionally or personally for representing them. (See **Unit 4, p. 75** in *Using Informational Text to Teach “To Kill a Mockingbird”*)
- Do vocabulary warm-up and go over the answers (probably about half+ class)
- Watch overview clip on the Oklahoma City bombing for background
<https://www.youtube.com/watch?v=Z53iTIBTdpk>
- Have students read the editorial with a partner, briefly summing up the main point of the paragraphs in the margin, and then do the Check for Understanding. (monitor comprehension by seeing what they are writing in the margins) Go over C for U as a class.
- Working with their partner, complete **table B-1, Consequences attorneys face**, and write answers to questions on **page 91, Are Fearless Attorneys Endangered?**
- Discuss their graphic organizer and responses. Would they defend a notorious person like R. Kelly, or one of the people accused of a school shooting, etc.? Do they judge people who take cases like that? Tie in to Atticus and how the community/individuals treats him.

To Kill a Mockingbird: End-of-Book Questions

Choose **two** of the following questions. Write two well-developed paragraphs for each question. Include examples and evidence to support your answer.

1. Why do you think Harper Lee chose to tell this story from Scout’s perspective? (paragraph 1) How would this story be if it were narrated (choose one) by Jem, or by Atticus, or by Calpurnia? (paragraph 2)
2. Whom do you consider the protagonist (=the person this book is about) of this story, and why? Who or what is the antagonist? Include evidence: What parts of the book support your argument?
3. Early in the novel Scout says, “Jem was a born hero.” Who do you believe is the most heroic character of *To Kill a Mockingbird*. Is it Jem? Is it Atticus? Scout? Tom Robinson? Boo Radley? Make sure you define “hero.”
4. The mockingbird is a central symbol of innocence in this novel. Which character or characters do you think are “mockingbirds”? Why?
5. Which characters in the novel change from the beginning to the end of the novel? How and why do they change? Choose one or two characters to discuss.
6. Several of the books you have read this year (especially *The Outsiders* and the Holocaust books) also deal with justice, fairness, and the problem of prejudice. What connections do you see between *To Kill a Mockingbird* and one of the other books you read?
7. Write your own question that involves thinking through an important aspect of the book.

Water Quality Unit Overview

Grade level: 7

Time Frame: 30 Days

Overarching Question: How does our natural geography influence the way we live?

Essential Questions:

- How has land use changed over generations? What are the implications of the new land uses?
- How does land use affect the quality of the water?
- How do scientists study water quality in a particular region? Why is it important to conduct such studies?

Enduring Understandings:

- Water is dependent on how we use the land around us.
- Land use changes over generations but for generations to be sustainable, they need to look towards the future before making decisions.
- Scientists use specific universal processes to investigate new ideas and share their findings with others.

Knowledge and Skills:

Science:

- **I can** determine water quality using the following techniques: Biotic index of living species, turbidity, nitrate, and chloride level tests.
- **I can** work through the scientific method.
- **I can** articulately report their data and discoveries in a scientific
- **I can** use a dichotomous key and plant identification books to identify plant and animal species.
- **I can** identify specific examples of primary and secondary succession.
- **I can** identify common water pollutants and solutions.
- **I can** calculate a contour interval and use a contour interval to determine elevation

Standards Addressed:

MS-ESS3-3	CCSS. Math 7.SPA.1	CCSS. ELA WHST. 6-8.4
MS-ETS1-1	CCSS. Math 7.SPA.2	CCSS. ELA WHST. 6-8.6
MS-ETS1-3	CCSS. ELA WHST. 6-8.1	CCSS. ELA WHST. 6-8.7

Lesson Overviews:

Science: Air, Soil and Water Quality

<p>Primary and Secondary Succession (2 days)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> - primary succession - pioneer species - early colonizers - opportunists - secondary succession 	<p>Notes: Students will be introduced to the concept of ecological succession to best understand how nature begins or reclaims land.</p> <ul style="list-style-type: none"> • Overview Video • Ecological Succession Guided Notes <p>Activity: Students will create a comic that depicts Secondary Succession. Students' rough drafts should be completed during class, and the finalized product should be finished for homework. Once completed, students will “Explain how the first comic strip would connect to the second comic strip”</p> <ul style="list-style-type: none"> • Comic Strip
<p>Topography (8 days)</p> <p>Vocabulary</p>	<p>Notes: Students will be introduced to the idea of topography by watching a step by step tutorial that shows them how we use topography to explain the terrain of the land. As students are watching the video, they should be filling</p>

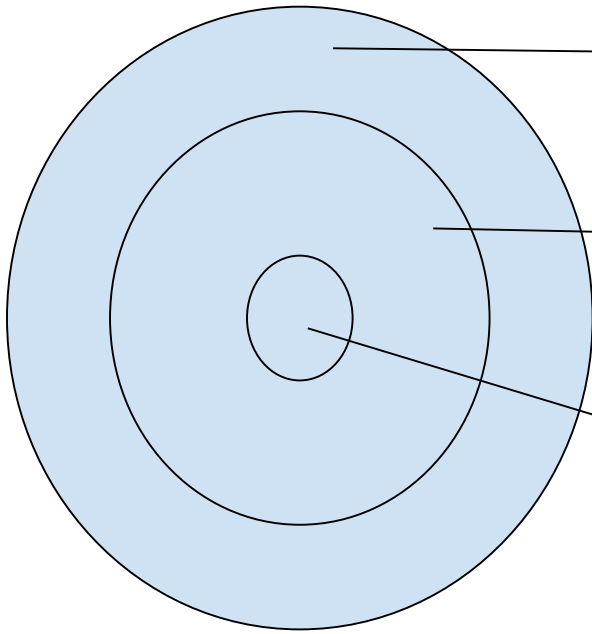
<ul style="list-style-type: none"> - Topography - contour interval - index contour - elevation 	<p>in their own notes to use as a guide for practice with contour intervals the following day.</p> <ul style="list-style-type: none"> • Topography Introduction Notes <p>Station Practice: Students will rotate around the room to check out a variety of different real life topography maps. Students will use the information provided to calculate the contour interval and then to find three different elevations marked.</p> <ul style="list-style-type: none"> • Topography Stations <p>Independent Practice: Students will be assigned topography practice to independently practice their skills for homework.</p> <ul style="list-style-type: none"> • Independent Practice <p>Assessment: Students will complete this short topography exit ticket to assess their understanding of calculating on a topographic map using contour intervals</p> <ul style="list-style-type: none"> • Topography Exit Ticket <p>Project: Using the information that they have gathered about topography, students will create their own island topography map and build a cardboard model that correlates.</p> <ul style="list-style-type: none"> • Build and Island Project
<p>What is a Watershed and what does ours look like? (4 days)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> - watershed - natural pathways - man made pathways - natural boundaries - man made boundaries 	<p>Intro: What is a watershed? Students will watch a video that depicts what a watershed is and determine helpful vocabulary before diving in.</p> <ul style="list-style-type: none"> • What is a watershed? • Watershed Vocabulary Quizlet <p>Game: Students will explore how our local watershed can be impacted by humans through Waterlife, a game created by NOAA</p> <ul style="list-style-type: none"> • Waterlife <p>Lab: Students will create a mini-watershed by crumpling a piece of paper. They will mark the highest elevation points with a water soluble marker, then spray with water. Students will then map how water travels in order to discover what a watershed is and how it impacts our ecosystem.</p> <ul style="list-style-type: none"> • Watershed Lab Day One • Watershed Lab Day Two <p>Notes: Students will then do a short reading about topographical maps and how to determine watershed boundaries from the information given. We will then look at our watershed and determine where the highest elevation is and where the water will travel to.</p> <ul style="list-style-type: none"> • Watershed Reading and Activity
<p>Topography & Watersheds (1 day)</p>	<p>Notes: Students will look at a map of an area for a proposed subdivision and draw in the watershed boundaries, as well as any other watershed information they can gather.</p> <ul style="list-style-type: none"> • Watershed Reading and Activity • Watershed Mapping Activity
<p>Pollution and Watersheds (5 days)</p> <p>Vocabulary:</p>	<p>Intro: Students will watch a video on different types of pollution that impact our waterways.</p> <ul style="list-style-type: none"> • Video

<ul style="list-style-type: none"> - Point Source Pollution - Non-Point Source Pollution - Sediments - Petroleum products - Mercury - Acid Rain - Phosphorus - Nitrogen - DDT - PCB - Heated water - Animal waste 	<p>Jigsaw Project: Working in groups of 3-4, students will become an expert on a type of water pollution. Students will present their findings to the class via poster. While students are presenting, others will be responsible for taking brief notes via a graphic organizer.</p> <ul style="list-style-type: none"> • Water Pollution Project <p>Lab: Using the models created earlier, students will create a lab that simulates what happens to our watershed when pollution is introduced.</p> <ul style="list-style-type: none"> • Water Pollution Lab <p>Review: Students will use the picture provided to locate and explain 5 different ways our watersheds can become polluted.</p> <ul style="list-style-type: none"> • Pointsource vs. Non-Point Source Identification
<p>Watershed Assessment</p>	<p><u>QUIZ</u></p>
<p>Abiotic vs. Biotic Factors (2 days)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Biotic - Abiotic 	<p>Intro: Students will watch a brief video to explain the difference between biotic and abiotic factors of an ecosystem. We will then work together to identify different biotic and abiotic factors in an ecosystem, explain how they work together, and diagram an ecosystem.</p> <ul style="list-style-type: none"> • Video • Abiotic vs. Biotic Factors Worksheet
<p>What is Water Quality, and How do We Test it? (5 days)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> -Nitrate -Chloride -Turbidity -Organism sensitivity -Dichotomous Key -Micro-invertebrates -Macroinvertebrates -Biotic Index 	<p><u>Biotic Testing</u> Students will explore how scientists use biotic factors to determine the health of a lake or stream. Begin by introducing “What is a Macroinvertebrate”. Students will learn what they are and how they are used to assess water quality. We will then conduct research on different types of macroinvertebrates we may encounter in our ponds/lakes and create an information observation log through research. Emphasis on pollution tolerance levels.</p> <ul style="list-style-type: none"> • Video • Pond Life Observation Log <p>Students will learn what a dichotomous key is and how to use it by looking at a key for fictitious animals. Using that base, students will learn the difference between macro and micro invertebrates by making observations of a dichotomous key. (Book copy for students in Binder)</p> <p>Finally, Students will then split between Lake Leopold and Prairie Smoke Pond to collect water samples, and organism samples. Students will catch organisms in a bucket, make observations, and release back to the lake. Recording identified species along the way. Students will use the keys, nets, and other materials needed to conduct a macro-invertebrate lab. Students will catch their macro-invertebrates, determine their tolerance, and then release them back.</p> <ul style="list-style-type: none"> • Biotic Testing Recording Sheet (In Water Testing Backpack EE Closet) <p><u>Abiotic Testing</u> After testing for biotic factors, students will then take a look at the different ways that we can use abiotic factors to assess the health and quality of water in our local lakes and ponds.</p> <ul style="list-style-type: none"> • What's in out Water

	<ul style="list-style-type: none"> • Pretesting Research- Students will look through the testing kits and run “mock” testing to familiarize themselves with the steps for testing and the materials presented. <p>Students then will collect samples from the lake and run several different chemical tests to assess the nitrogen, phosphorus, dissolved oxygen, and turbidity levels in Lake Leopold and Prairie Smoke Pond.</p> <ul style="list-style-type: none"> • Abiotic Lab
Assessment	<p>Water Quality Health Assessment- Prairie Crossing Homeowners Association</p> <ul style="list-style-type: none"> • Students will take everything that they learned to test the quality of the water in both Prairie Smoke Pond and Lake Leopold. Students will use the water samples collected the day before to test for water quality. Students will analyze the data and draw conclusions about the quality of the water in the Prairie Crossing Community. Students will create a slideshow that includes an assessment of the lake/pond based upon biotic and abiotic testing and make recommendations for improving the quality of water.

Ecological Succession Notes

Ecological Succession- the _____ over _____ of organisms in a community. (Diversity over time)



Community- many _____ of many _____ in an area

Ex:

Population- A group of _____ than one type of _____ in an area

Ex:

Organism- _____ type of _____ in an area

Ex:

Primary Succession

- Area is brand new where _____ exists

Examples:

Examples:

Secondary Succession

- Coming back a _____ time

- Caused by a _____

- Soil still _____; faster

Steps to succession:

1. Pioneer Species- plants that will _____ an area first (moss and lichen)
2. Pioneer species slowly break down rock into plant friendly substrate
3. Newly formed soil exists
4. Small _____ plants (grasses and weeds) occur
5. Shrubs and bushes occur
6. Trees form
7. Animals come, we have reached our _____

Primary Succession

--	--	--	--

Secondary Succession

--	--	--	--

Q: Explain how the first comic strip would connect to the second comic strip in real life:

Topographic Maps Guided Notes

YouTube Link: <https://www.youtube.com/watch?v=zqPMYGDxCr0&feature=share>

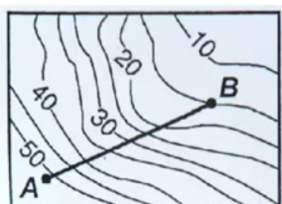
Topographic Maps (aka- Contour Maps) show _____ (height above or below sea level) and _____ by showing _____.

Topographic Map Features:

1. **Contour interval**- the _____ in elevation between _____ (one right after the other) contour lines

2. **Index contour lines**- heavy, _____ contour lines that usually have the _____ written

On the maps below: Highlight an index contour line in yellow & calculate the contour interval

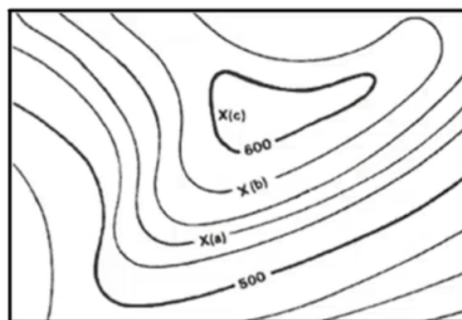


$$(50-40) / 2 =$$



$$(100-75) / 1 =$$

Calculate below:



Contour lines represent meters

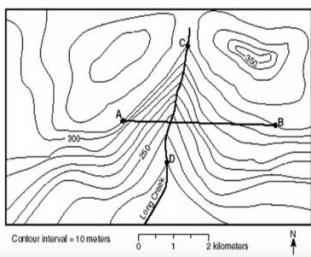
Contour interval:

Elevation of Point A:

Elevation of Point B:

Topographic Map Rules:

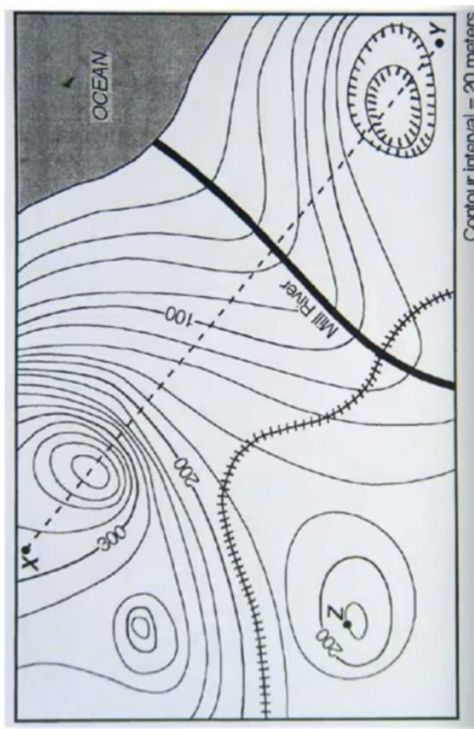
- The _____ lines are, the _____ the slope. The more spread out the lines are the _____ the slope.
- Contour lines bend _____ and form a _____ when crossing a river, stream or creek. The V points _____ the source.
- _____ of consecutively smaller contour lines represent _____ or _____
- The highest _____ of a hill is just _____ the value of what the _____ contour line would be.
- Areas where land dips down are called _____. They are shown with small marks called _____
- At a _____, the first hachured line has the same elevation as the previous line.



- Label the water source
- Draw an arrow for the direction the water flows.



- What is the elevation at the top of the hill?

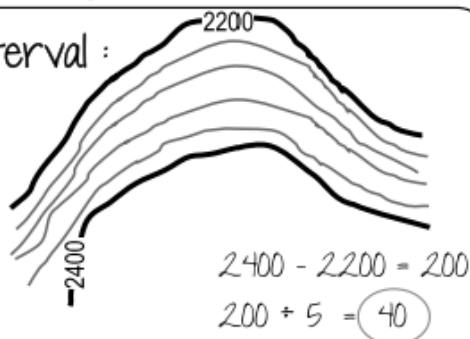


Name _____

Topography Map Stations

To determine the contour interval :

- 1 Find adjacent dark lines that are labeled & subtract
- 2 Divide by 5 because there are 5 spaces between dark lines



Station 1

contour interval = _____

elevation of A = _____

elevation of B = _____

elevation of C = _____

Station 2

contour interval = _____

elevation of A = _____

elevation of B = _____

elevation of C = _____

Station 3

contour interval = _____

elevation of A = _____

elevation of B = _____

elevation of C = _____

Station 4

contour interval = _____

elevation of A = _____

elevation of B = _____

elevation of C = _____

Station 5

contour interval = _____

elevation of A = _____

elevation of B = _____

elevation of C = _____

Station 6

contour interval = _____

elevation of A = _____

elevation of B = _____

elevation of C = _____

Station 7

contour interval = _____

elevation of A = _____

elevation of B = _____

elevation of C = _____

Station 8

contour interval = _____

elevation of A = _____

elevation of B = _____

elevation of C = _____

Station 9

contour interval = _____

elevation of A = _____

elevation of B = _____

elevation of C = _____

Station 10

contour interval = _____

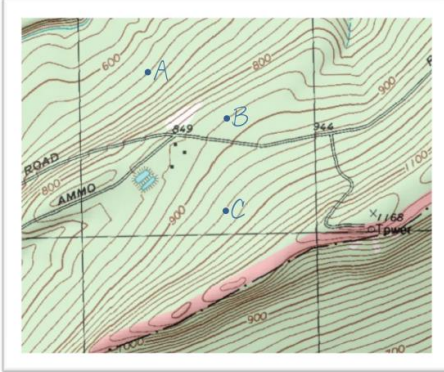
elevation of A = _____

elevation of B = _____

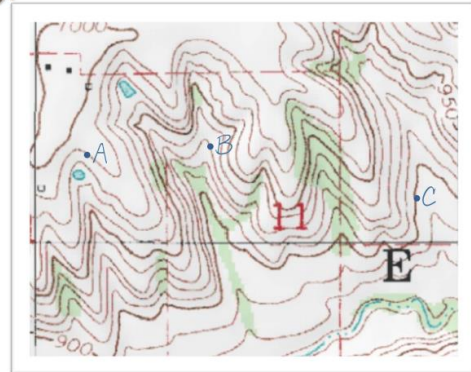
elevation of C = _____

Copy of Topography Stations

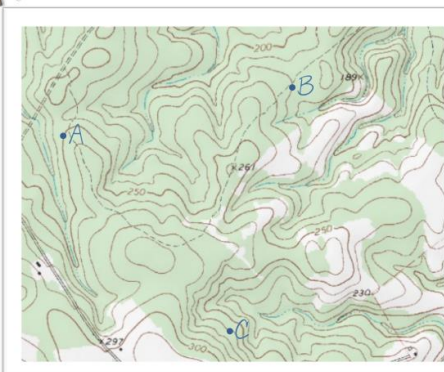
Station 1



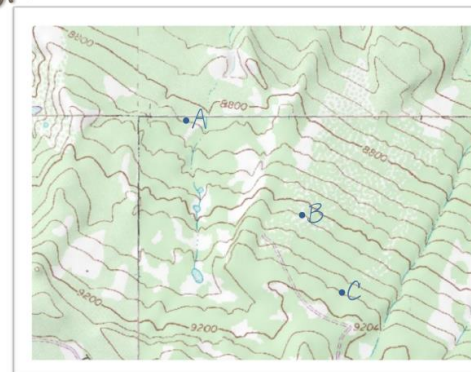
Station 3



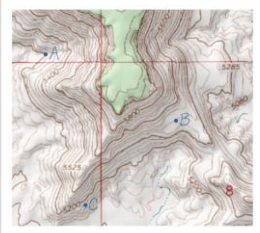
Station 2



Station 4



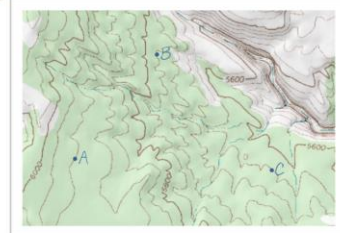
Station 5



Station 7



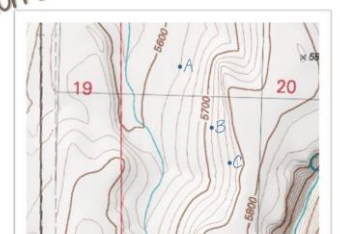
Station 9



Station 6



Station 8



Station 10



Independent Practice

Name: Key Date: _____ Period: _____

Independent Practice: Topographic Maps

- What is the elevation in meters of point X? 260 m
- What is the elevation in meters of point Y? 220 m
- What is the elevation in meters of point Z? 140 m
- What is the difference in elevation in meters between points X and Y?

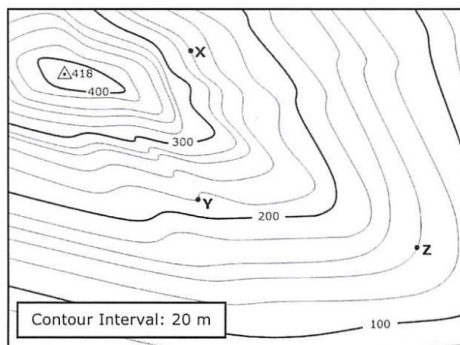
40 m

- What is the difference in elevation in meters between point Y and the highest point on this landform?

198 m

- What is the difference in elevation in meters between points X and Z?

120 m

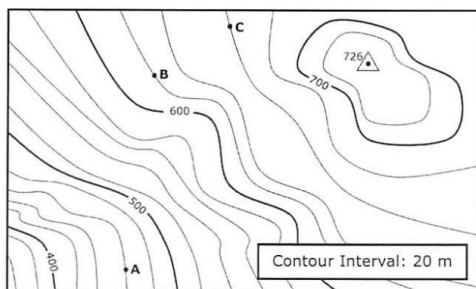


- What is the elevation in meters of point A? 460 m
- What is the elevation in meters of point B? 620 m
- What is the elevation in meters of point C? 660 m
- What is the difference in meters between the two points labeled A and C?

200 m

- What is the difference in elevation in meters between point B and the top of the hill? Record your answer in the boxes below. Be sure to use the correct place value.

106.



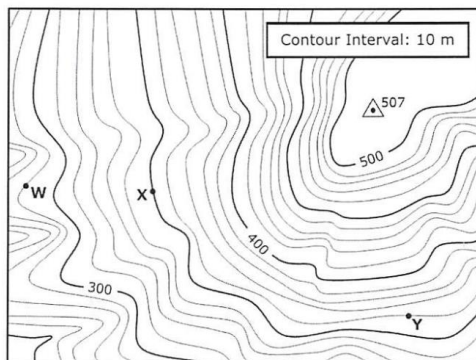
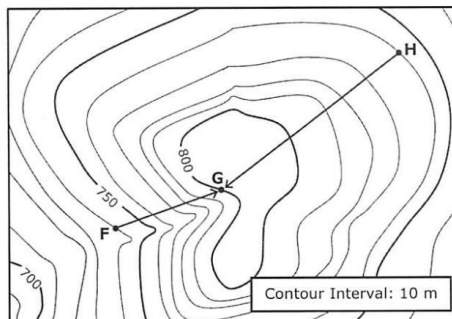
- What is the elevation in meters of point F? 740 m
- What is the elevation in meters of point G? 800 m
- What is the elevation in meters of point H? 760 m

- The location of two hikers is marked on the topographic map to the right as points F and H. Each hiker climbed to point G along the path indicated by the arrow. What was the change in elevation for the hiker that took the steepest path to point G?

60 m

- What is the difference in elevation in meters between the starting points of the two hikers?

20 m



- What is the elevation in meters of point W? 290 m
- What is the elevation in meters of point X? 350 m
- What is the elevation in meters of point Y? 360 m
- A hiker is standing at point X. What will be the change in height in meters for this hiker when she reaches the highest point on the hill?

157 m

- What is the difference in meters between the two points labeled W and Y?

70 m

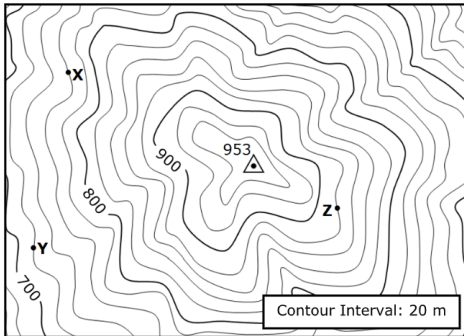
- What is the difference in elevation in meters between point Y and the highest point on this hill? Record your answer in the boxes below. Be sure to use the correct place value.

147.

Name: _____

Date: _____

Topographic Maps

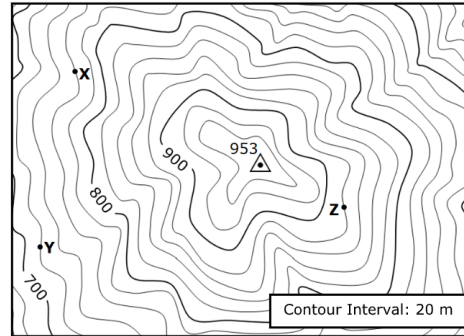


1. What is the elevation in meters of point X? _____
2. What is the elevation in meters of point Y? _____
3. What is the elevation in meters of point Z? _____
4. What is the difference in elevation in meters between points Y and Z? _____
5. What is the difference in elevation in meters between points X and Z? _____
6. What is the difference in elevation in meters between point X and the highest point on this landform? _____

Name: _____

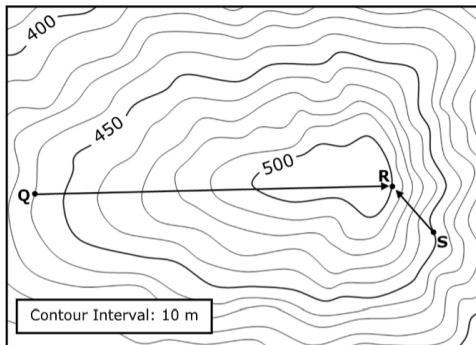
Date: _____

Topographic Maps



1. What is the elevation in meters of point X? _____
2. What is the elevation in meters of point Y? _____
3. What is the elevation in meters of point Z? _____
4. What is the difference in elevation in meters between points Y and Z? _____
5. What is the difference in elevation in meters between points X and Z? _____
6. What is the difference in elevation in meters between point X and the highest point on this landform? _____

Use the topographic map below to answer the following questions.

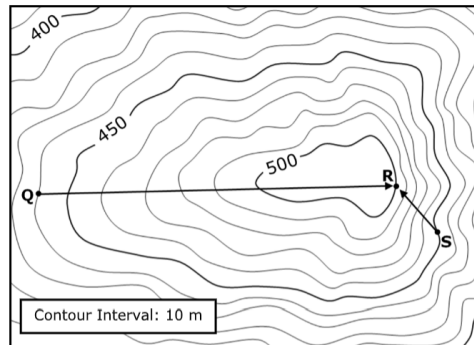


7. What is the elevation in meters of point Q? _____
8. What is the elevation in meters of point R? _____
9. What is the elevation in meters of point S? _____
10. The location of two hikers is marked on the topographic map above as points Q and S. Each hiker climbed to point R along the path indicated by the arrow. What was the change in elevation for the hiker that took the steepest path to point R?

11. What is the difference in elevation in meters between points Q and S? _____

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Use the topographic map below to answer the following questions.



7. What is the elevation in meters of point Q? _____
8. What is the elevation in meters of point R? _____
9. What is the elevation in meters of point S? _____
10. The location of two hikers is marked on the topographic map above as points Q and S. Each hiker climbed to point R along the path indicated by the arrow. What was the change in elevation for the hiker that took the steepest path to point R?

11. What is the difference in elevation in meters between points Q and S? _____

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Build an Island

INTRODUCTION

For this assignment, you will be creating a topographic map and three-dimensional model of a fictional island that you have designed. You will start by exploring some basic information about topographic maps and how they are created. See the **Background Information** section below for directions on how to do this. You may then begin by drawing a map of your island by following the **Part 1 Instructions** found below. After drawing your island, you must get it approved by your teacher. Approval will take place during class on Thursday, September 7. Once your map is approved, you may begin building your model by following the **Part 2 Instructions** found below. The final map and model is due in class on Tuesday, September 12.

BACKGROUND INFORMATION

Before drawing your map, please read through the following explanation and description of topographic maps. You must also visit the "topos" page of our website (www.83science.com/topos.html) for images, animations, videos, and other helpful resources.

A **topographic map** is the two dimensional representation of part of the Earth's three dimensional surface, drawn to scale. Also called a "topo" map. The features shown on topographic maps may be divided into three groups:

1. relief, which includes hills, valleys, mountains, etc.
2. water features, including lakes, ponds, and streams
3. cultural features, man-made features like bridges, canal, buildings, and roads

Relief is the difference in elevation between any two points. Where relief is low, the area appears to be relatively flat as in river valleys or broad, flat uplands. When relief is high, the area is steep, as in rugged mountainous terrains. Relief is shown on a contour map by contour lines.

A **contour line** is an imaginary line on the Earth's surface connecting points of the same elevation.

A map's **contour interval**, is the difference in elevation between adjacent contour lines and must be consistent for a given map, though they may change from map to map. Usually every fifth contour line is printed heavier than the others and bears the elevation above sea level (an "index contour line").

The **map scale** expresses the relationship between distance on the map and the true distance on the Earth's surface. This is generally expressed as a ratio or a fraction, such as 1:24,000 or 1/24,000. The numerator, usually 1, represents map distance, and the denominator, a large number, represents ground distance. Thus, 1:24,000 means that a distance of 1 unit on the map represents 24,000 such units on the ground. The unit here is not important — it could be meters, feet, or inches. What is important is the relationship between the map distance and the true ground distance.

Rules of Contour Lines

1. Every point on a given contour line is of the exact same elevation; that is, contour lines connect points of equal elevation.
2. Contours do not cross or intersect each other (except in the rare case of an overhanging cliff, in such a case, the hidden contours are dashed).
3. All contours eventually close to form an irregular circle or run off the map.
4. Contours near the upper parts of hills form closures (circles). The top of a hill is higher than the highest closed contour.
5. Contours are widely spaced on gentle slopes. 6. Contours are closely spaced on steep slopes.
6. Each adjacent contour line must maintain the same increase or decrease in elevation.
7. Where a contour line crosses a stream or valley, the contour bends to form a "V" that points upstream or valley. In the upstream direction the successive contours represent higher elevations.
8. Depressions are shown by hatched contours. Hatched contours are contours with short lines on the inside pointing downslope. The bottom of the depression is lower than the lowest closed contour.

PART 1 INSTRUCTIONS

1. On a piece of printer paper (not looseleaf!), please **neatly** draw a topographic map of an island. You may need to try it a few times before you get it the way you want it. Do it in pencil first, then you should go over it in marker to make the lines and other features stand out.

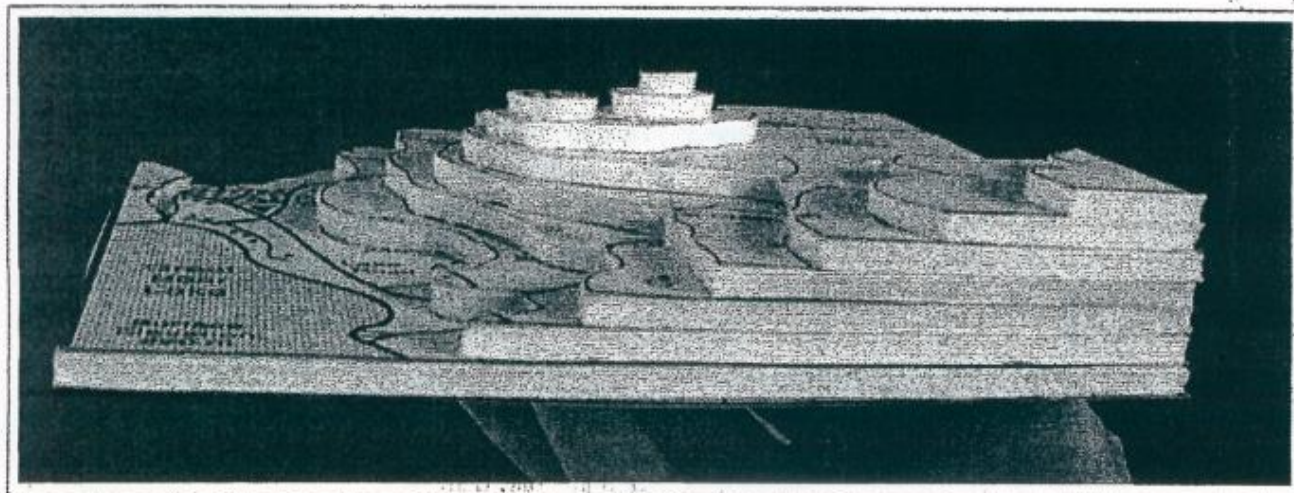
Your map **MUST** include the following features:

- ✓ A minimum of six contour lines
- ✓ A minimum of one high point (a mountain peak), marked with the maximum elevation (a "spot elevation")
- ✓ A river
- ✓ A compass rose
- ✓ A statement of the contour interval
- ✓ A map scale
- ✓ A minimum of one depression
- ✓ Any landmarks or features that would be fun to show, such as roads, buildings or a lake.

2. Show your completed map to your teacher for approval before beginning part 2.

PART 2 INSTRUCTIONS

1. Make a photocopy of your map. This is very important as you will need to cut your map up and you don't want to destroy your original. Remember, to get full credit, you must submit both a map and a model.
2. On your photocopied map, cut out the lowest elevation which should be the outermost and biggest circle, or contour line. There will be smaller circles in the middle. Ignore those for now. Trace your cut-out on the material you are making the model out of and cut it out (either foam board or thick cardboard). This is the base of your 3-D model.
3. Repeat this procedure for the rest of the lines on the topographic map. Cut out each contour line circle, trace onto the material, and cut out the material. Your circles should get smaller and smaller. Go ahead and discard your cut-up map pieces once you have the cut-outs to keep. Number the cutouts. Be sure to keep the cut-outs stacked up in order, so the biggest piece is on the bottom.
4. Glue or attach each cut-out to one below it. Let the glue dry.
5. Add color to show the features such as rivers, lakes, roads, etc. and label your model.
6. Create a Compass Rose on your map with four arrows that designate North, East, South, and West.
7. Add a Scale, which will represent the distance. For example, one inch represents one mile.
8. Add a Legend or Key to the elements on your map, and a statement of the contour interval.



Topographic Mapping Symbols

	Primary highway, hard surface		Boundary: national		Index contour		Intermediate contour
	Secondary highway, hard surface		Boundary: state		Supplementary contour		Depression contours
	Light-duty road, hard or improved surface		Boundary: county, parish, municipio		Mine dump		Levee
	Unimproved road		Boundary: civil township, precinct, town, barrio		Dune area		Large wash
	Trail		Boundary: incorporated city, village, town, hamlet		Sand area		Tailings pond
	Railroad: single track		Boundary: reservation, national or state		Tailings		Distorted surface
	Railroad: multiple track		Boundary: small park, cemetery, airport, etc.		Glacier		Gravel beach
	Bridge		Boundary: land grant		Perennial streams		Intermittent stream
	Drawbridge		Township or range line, U.S. land survey		Water well/Spring		Aqueduct tunnel
	Tunnel		Section line, U.S. land survey		Rapids		Falls
	Footbridge		Township line, not U.S. land survey		Channel		Intermittent lake
	Overpass/Underpass		Section line, not U.S. land survey		Sounding/Depth curve		Small wash
	Power transmission line with located tower		Fence line or field line		Dry lake bed		Marsh (swamp)
	Landmark line (labeled as to type)		Section corner: found/indicated		Woodland		Land subject to controlled inundation
	Dam with lock		Boundary monument: land grant/other		Submerged marsh		Mangrove
	Canal with lock				Orchard		Scrub
	Large dam				Vineyard		Wooded marsh
	Small dam: masonry/earth						Bldg. omission area
	Buildings (dwelling, workplace, etc.)						
	School/Church/Cemeteries						
	Buildings (barn, warehouse, etc.)						
	Tanks; oil, water, etc. (labeled only if water)						
	Wells other than water (labeled as to type)						
	U.S. mineral or location monument/Prospect						
	Quarry/Gravel pit						
	Mine shaft/Tunnel or cave entrance						
	Campsite/Picnic area						
	Located or landmark subject/Windmill						
	Exposed wreck						
	Rock or coral reef						
	Rock: bare or awash						
	Horizontal control station						
	Vertical control station						
	Road fork/Section corner with elevation						
	Checked spot elevation						
	Unchecked spot elevation						

From *Topographic Maps* (Issued by the U.S. Department of the Interior/Geological Survey) U.S.G.P.O.: 1990-252-213

Watershed Notes

Video: <https://www.youtube.com/watch?v=2pwW2rIGIa8>

Use the website above to create your own notes on watersheds in your ISN on **page 6**. When making your notes, remember to be creative, add color, and make it your own!

Definitions:

- Watershed
- Drainage divide
- HUC

Other Information to Include:

- Other names for a watershed
- What is a watershed defined by
- Why are watersheds important?
- Estimating how much water is in a watershed and how much will run downstream

Name:

Class:

Homeroom:

Building a Watershed Model

Day One

We know that new water reaches the ground in the form of precipitation. Water that does not evaporate or get absorbed as ground water drains into a body of water as surface runoff. A variety of factors influence the amount of surface runoff that flows into a river. One major factor is the type of land cover found on the landscape.

What other factors could affect surface runoff?

In this activity you will predict how water flows into rivers and streams. You will be making a model of a landscape that includes multiple watersheds. You will use paper to form hills and valleys and a plastic bag to represent the surface of the earth. After you write down your predictions about how you think the water will flow in your model, you'll use a spray bottle to simulate a rainstorm. The purpose of this model is to explore the factors that determine how rivers and streams are formed.

Procedure

1. With your group, create your landscape. Crumple pieces of paper and arrange them on the tray. Design your landscape so that the paper forms **taller mounds around the outer edges** of the tray and **shorter mounds in the middle**.
2. Place the plastic bag over the crumpled newspaper. Secure the tablecloth along the perimeter by taping it to the tray.
3. On your model, use a **RED** permanent marker to **label the areas of high elevation with a "H"**. Label the areas of **low elevation with an "L"**.
4. Before moving forward, answer the following questions in **complete sentences**:
 - a. What is the definition of a watershed?
 - b. What are the highest elevations and lowest elevations on your landscape?
 - c. Where will water go if rain falls on your model?
 - d. Where will rivers and streams develop on your model?

5. Using a **BLUE** permanent marker, draw on the bag where you predict the rivers and streams will form.
USE ARROWS to show which direction you predict the water will flow.
6. Using the blue permanent marker, draw **circles** on the bag where you think puddles will form, or where you expect water to collect.
7. Get your watershed model checked by the Teacher: _____
8. In the box below, draw a topographic map of your model. You and your group members should have similar maps. I suggest drawing in pencil.

Prediction Topography Map:

9. Add the following information to your map above:
 - ☐ With a red colored pencil/pen label the highest point with a "H"
 - ☐ With a red colored pencil/pen label the lowest point with an "L"
 - ☐ With a blue colored pencil/pen draw arrows where you predict water to flow (Rivers/Streams)
Arrows should point in the direction you expect the water to flow.
 - ☐ With a blue colored pencil/pen draw circles where you think the water will form puddles (Lakes, bodies of water)
10. Get your topographic model checked by the Teacher: _____

Name:

Class:

Homeroom:

Building a Watershed Model

Day Two

Procedure:

1. Obtain a spray bottle from your teacher. Holding it 5 inches above the plastic bag, spray for a few minutes until you see a continuous flow of water in your model. This is your model "Run".
2. Take turns running the model. Each group member should begin his or her turn by spraying the model in a different place.
3. Draw another topography map in the box below labeled "observations". Draw what you observed during the model runs. Use arrows to show where the water flowed and circles to show where puddles formed.

Observations:

Questions:

Answer the following questions in complete sentences.

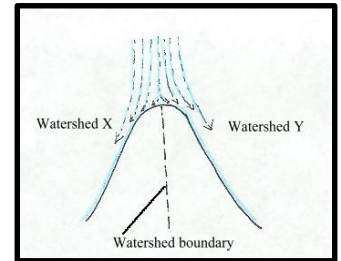
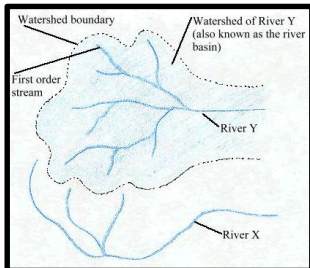
1. In your own words, define the term watershed. (Do not use the definition from your ISN)
2. What do all watershed boundaries have in common?

3. How can there be two watershed right next to each other?
4. Describe what you observe about the way water flowed over the surface of your model.
5. What type of land cover do you think most closely matches this kind of surface? Why?
6. Did the arrows you drew in your predictions match where the water actually flowed?
7. In your model, what determined where the water flowed? (Think landforms)
8. What is a model?
9. What is the purpose of building a model?
10. What changes in the land could be made to slow the flow of water into the rivers and streams?
11. What changes in the land could be made to increase the flow of water into the rivers and streams?

Watersheds- How to Find them

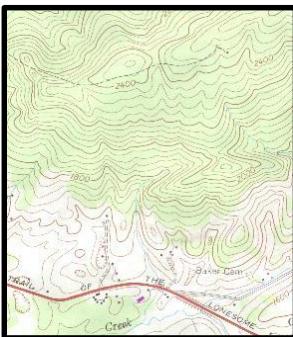
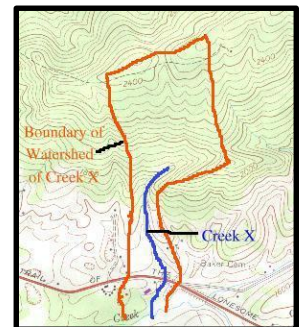
What is a Watershed?

A **watershed** is an area where all rainfall collects into a common location. The common location could be a stream, a pond, a river, etc. How do we find the boundaries of the watershed? Edges of a watershed are usually found in the highest areas around. There, water falling as rain on one side of the mountain or hill runs down into one watershed while water falling on the other side of the mountain or hill runs down into another watershed.



Finding Watershed Boundaries

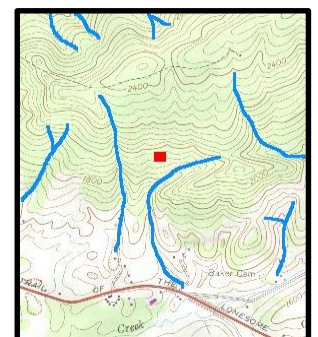
Finding watershed boundaries for a creek on a topo map is as simple as finding the highest points around the creek and connecting the dots. Starting at the creek, go uphill in every direction (except directly downstream) until you reach the highest points. Sometimes the highest point above the creek may be a peak, shown as a closed circle. Other times, the highest point is a ridge, shown as an elongated U- shape. In any case, on the other side of these highest points, a new watershed begins. Connect the highest points around the creek with a line and you have drawn in the watershed boundary.



Let's Find a Watershed!

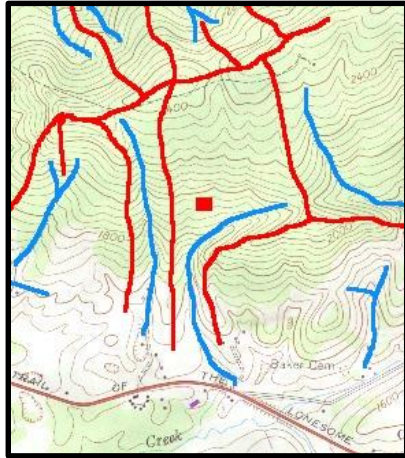
Suppose we are thinking of building a new apartment building in the area. Before we can start, we need to take a look at the local watershed!

The first step in determining your construction site's watershed boundaries is to mark the location of all of the wet and dry creeks around your construction site. For example, I've marked the drainage patterns onto the topo map on the right as blue lines. (The topo map on the left is the original, unmarked topo map.) The proposed construction site is shown as a red rectangle.



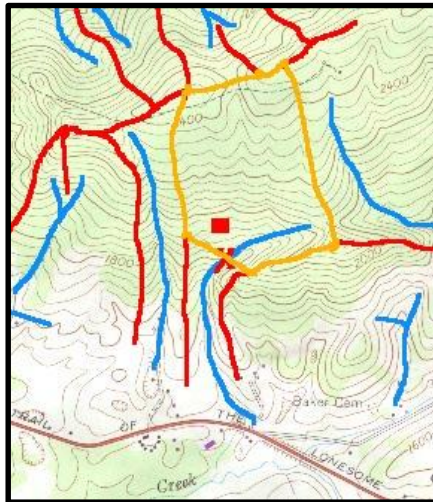
Next, you need to determine the watershed boundaries between the creeks as explained in the last section. I have marked all of the watershed boundaries onto the map above as red lines. Once your watershed boundaries are marked onto the map, it will

become clear which creek or creeks the water from your construction site will flow into. I have marked with an X the creek and the location in the creek which water from the construction site will flow into.



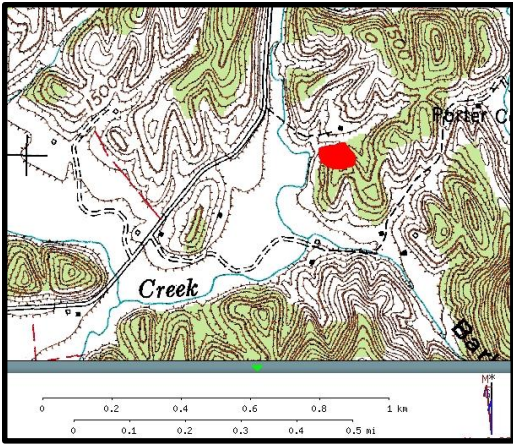
The final step is to mark the lower boundaries of the construction site's watershed boundaries in

watershed. The X marks the lower boundary of the construction site's watershed, so I have marked the orange



Assignment

You plan to build a subdivision in the area marked in red on the map below. Draw the watershed boundary of this area onto your topo map.



Inquiry Activity • Paper and Pencil

Chapter 14

Watershed Boundaries

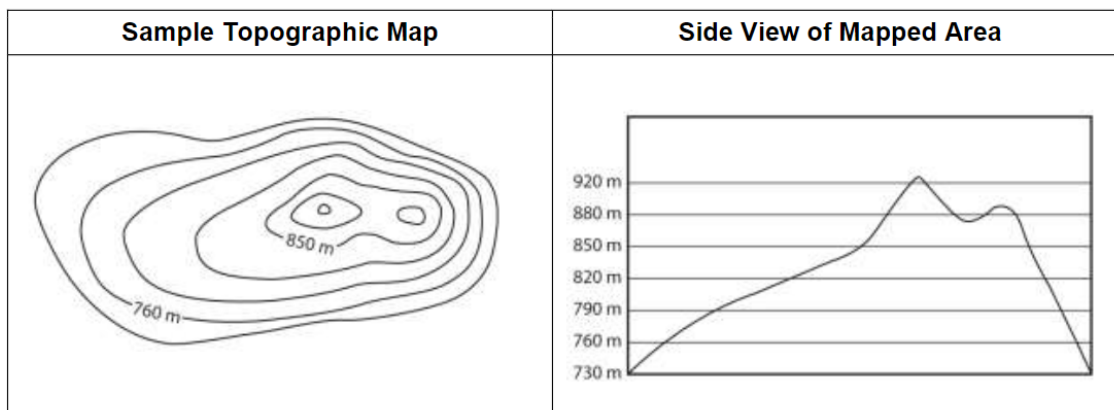
Problem *How do you define the boundaries of a watershed?***Background****Why Watersheds?**

Not all of the water that flows out of the mouth of a river started at its source. Tributaries, surface runoff, and even some groundwater contribute to a river's flow. Along the way, this water can pick up pollutants and concentrate them in the river. Because of this, ecologists studying river systems often want to consider pollution sources from the entire watershed—the area of land that drains into a river system.

Water Runs Downhill

To define watershed boundaries, scientists start with the fact that water always runs downhill. Consider a raindrop that falls on one side of a mountain. It will flow down the side it fell on, not run up and over the mountain's peak. Because of this, the boundaries of a watershed are formed by high points, like mountain peaks and ridges. A ridge is a narrow stretch of high land with a slope on either side.

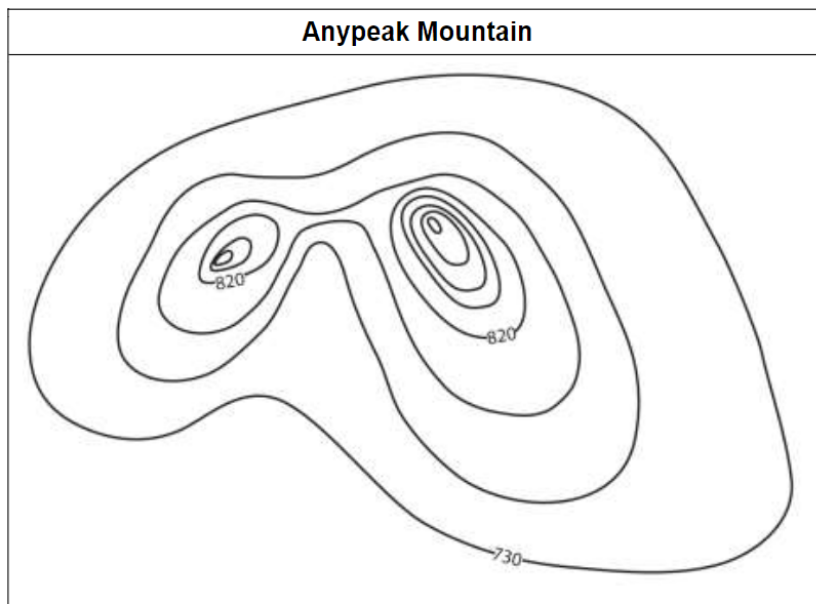
Ecologists identify watershed boundaries by reading topographical maps. Topographical maps show the elevation, or height above sea level, of landforms by using contour lines. A contour line connects points on the land that occur at the same elevation. Contour lines help you see the rise and fall of three-dimensional landforms on a flat two-dimensional piece of paper. For example, the images below show a side view, and a topographic representation of the same mountain.



**Build Map Skills**Press **Esc** to exit full screen

Read a Topographical Map To mark a watershed boundary, you need to know how to read a topographical map. Like some maps, a topographical map looks down from above, but unlike other maps, topographical maps show the rise and fall of the landscape. The topographical map below shows two small peaks connected by a ridge line.

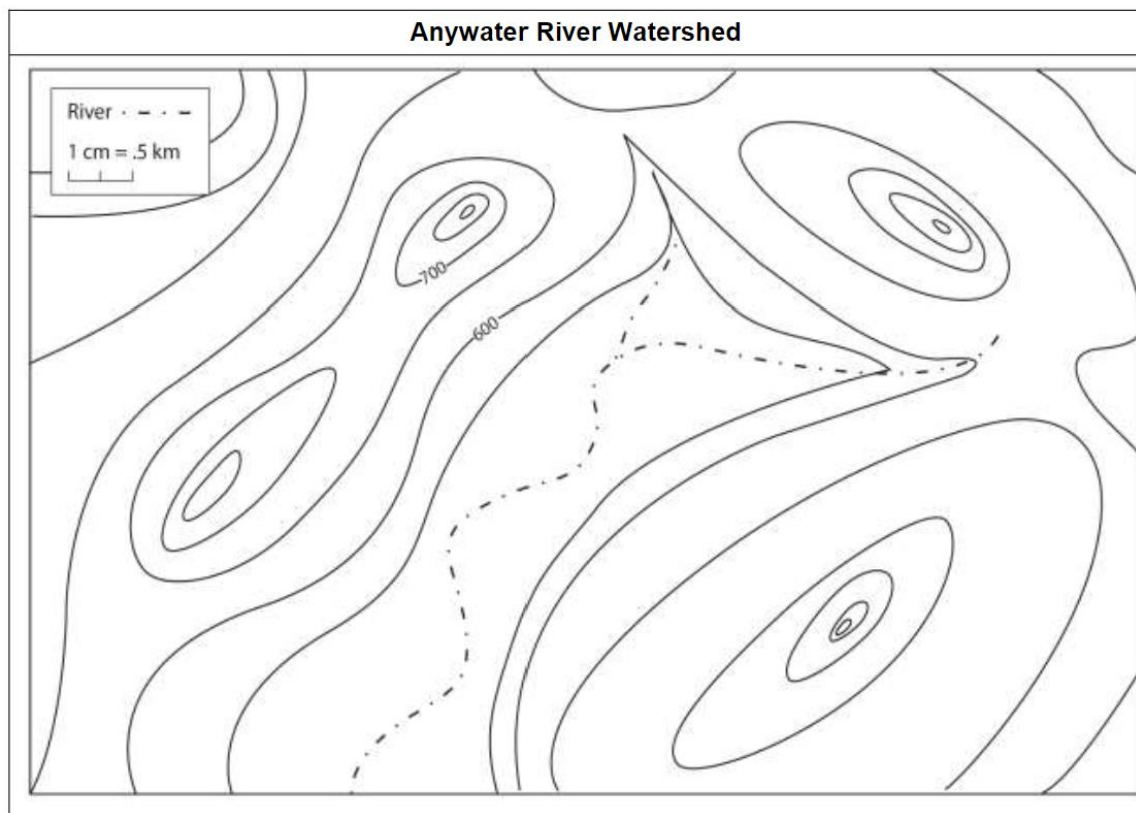
- Contour lines connect areas of the same elevation.
 - Contour lines are drawn at the same interval of elevation change.
 - On this map, the contour interval is 30 meters.
 - In an area where contour lines bunch together, the change in elevation is steep.
 - At places where the contour lines spread out, the rise or drop occurs more gradually.
1. Beside the map, draw a quick sketch of the mountain, seen from a side view.
 2. What is the lowest elevation shown on the map? _____
 3. What is the highest elevation? _____
 4. Draw a line connecting the two peaks on the map, running along the highest point of land between each.
 5. Circle the area with the steepest change in elevation.



Procedure

- Step 1** Study the topographical map of the area around Anywater River.
- Step 2** Use a pencil to locate, label, and trace Anywater River on the map.
- Step 3** Find and mark with X's all peaks or high points surrounding the river.
- Step 4** Draw a continuous boundary connecting the peaks and running along the ridges, the highest elevations that connect the peaks. To do this, cross elevation lines at right angles. Be sure your line does not cross the river. This boundary defines the watershed of the Anywater River.
- Step 5** Lightly shade the area within your boundary line.
- Step 6** Mark arrows (>) along the river to show the direction of the river's flow.

6. Use the map below to identify and mark the Anywater River Watershed.



Analyze and Conclude

7. **Apply Concepts** Why did marking the high elevation points determine the watershed's edge?

8. **Explain** How did you know which direction to mark the arrows to show water flow?

9. **Draw Conclusions** Why are dry land areas—not just waterways and wetlands—included in a watershed?

10. **Infer** Why is a topographical map—not just a map showing land and water boundaries—necessary for defining a watershed boundary?

11. **Extension** Why would an ecologist monitoring the water quality of the river want to know about the types of pesticides and fertilizer used by farms in the area?

Pollution Notes

Video: <https://www.youtube.com/watch?v=XFpCgjb29sM&t=7s>

Today you will be creating your own notes on classifying pollution (page). Watch the videos above with your partner and create your own ISN notes page. **Remember to use color!** Be creative!

Information I would include:

Definitions:

- Pollution
- Point Source Pollution
- Non Point Source Pollution

Other:

- Examples of Air, Water and Land pollution (Choose 1 of each)
- Examples of Point source pollution with picture
- Examples of Non-Point Source pollution with picture.

Water Pollution Project

1. **Objective:** Students will create a poster presentation in groups of 3-4 students which will describe one type of water pollution. The presentation should include images and information. The presentation should also display attention-grabbing captions and titles.
2. The types of pollution we will look at are as follows:
 - A. Sediments
 - B. Petroleum products
 - C. Mercury
 - D. Acid Rain
 - E. Phosphorus
 - F. Nitrogen
 - G. DDT
 - H. PCB
 - I. Heated water
 - J. Animal waste

Presentation should include:

1. Creative title for your presentation.
2. Pictures of your pollution incident, printed or hand drawn.
3. The following information is included in your presentation:
 - Explanation and definition of your type of pollution. How does this type of pollution occur?
 - At least 3 locations where this pollution can be found (look for places in Illinois first then the rest of the country and finally outside of the country). What is the primary source of this pollution?
 - For your pollution type, in Illinois, how does this pollution affect the local economy? The local ecosystem? What concerns are there about this pollution?
 - Effects of this pollution on human health
 - Effects of this pollution on animal health
 - What is a possible solution to this pollution type? What are the proposed plans to clean up the polluted Illinois site? What are the pros and cons to cleaning up this pollution?
4. You will present your presentation to the class. Be prepared to explain in depth your pollution incident and your solution or possible solution for preventing further destruction and/or harm.
5. Proper grammar, spelling, and punctuation.

The presentation should catch people’s attention and share the plight and negative effects of water pollution on our Earth.

Your group members will need to work collaboratively and cooperatively. Equal participation and effort from all students should be evident.

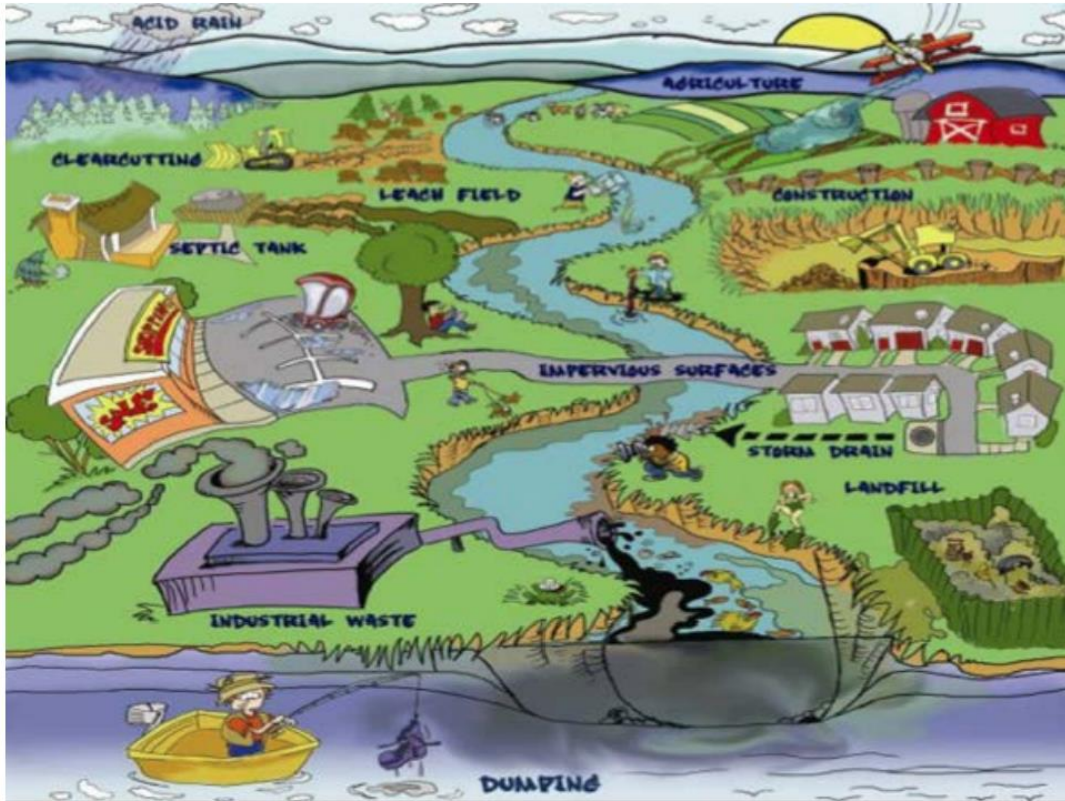
Water Pollution Rubric:

Names					
Pollution Rubric	1 - Poor	2 - Fair	3 - Average	4 - Moderately Strong	5 - Strong
The poster contains appropriate items, facts and information. All items of importance on the poster are clearly labeled with labels that can be easily read. The PowerPoint is clean and neat, and the information on it is well organized.					
The poster is colorful, creative, interesting, engaging, visually stimulating, and aesthetically appealing use of color, diagrams, text and other materials.					
The spelling, punctuation, and grammar of any text is accurate.					
Any image is appropriate to the topic.					
Information is appropriate to the topic.					
The presentation shows an understanding of the topic.					
The oral presentation is clear, loud, and proper eye contact is maintained. The student shows familiarity with the content and is energetic and enthusiastic.					
TOTAL Points	/35				

* You will also receive a group participation grade*

Point and Nonpoint Source Pollution ID

Study the picture below and then circle 5 different sources of water pollution (Note: you must choose at least one point and non-point source of pollution). Below the picture list each pollution source, tell whether it's a point or non-point source of pollution and then provide a possible solution to eliminate or reduce the pollution.



- 1.
- 2.
- 3.
- 4.
- 5.

Name: _____

Date: _____ Teacher/Class: _____

How do pollutants impact our water systems?

Water Pollution Lab

1. What is pollution?

2. What is the difference between point source and nonpoint source pollution? Give an example for each.

Non-Point Source:	Point Source Pollution:
Example:	Example

3. Using the model you have already built, how could we simulate pollution in our watershed? Design an experiment that simulates how pollution travels through a watershed. Make sure that your experiment is written out in easy to follow steps so that any other group could do the same experiment. What materials will you need (easy to find in our classroom)? How will you conduct your experiment? Use the space below to design your experiment.

Type of Pollution(Circle): Point Source Pollution Non-Point Source Pollution

Material Used to Represent Pollution: _____

Procedure:	Materials Needed

Once you have finished your design, have a teacher check over your design. Once you get the ok, you may run your simulation. _____

Follow Up Questions:

1. Explain how pollution traveled through your watershed model. Be as specific and detailed as possible.
2. When you added your pollution to one of your rivers, what happened when it rained?
3. Is there any place in your model where the pollution did not go or could not get to? Why do you think this is?
4. How can we use this simulation to explain what could happen to our water supply if another part of our watershed began to be polluted.

Name:

Class:

HR:

Date:

Watershed Quiz

1. A new subdivision is being built 50 miles north of you in your watershed, and the builders are not being very careful with their waste. Brian is concerned that the pollution being created will contaminate the water in his local area. Julia assures him that there is no way pollution can travel that far. Who is right? Explain.
2. What is the difference between point source and non point source pollution?
3. What do all watershed boundaries have in common?
4. How is it possible that two watersheds can exist next to each other?
5. Why is topography important when locating a watershed?

Date:

Watershed Quiz (M)

1. A new subdivision is being built 30 miles north of you in your watershed, and the builders are not being very careful with their waste. Kim is concerned that the pollution being created will contaminate the water in his local area. Josh assures him that there is no way pollution can travel that far. Who is right? Explain using your knowledge of watersheds and how water travels through a watershed.

2. What is the difference between point source and non point source pollution?

Point Source Pollution is...

Non Point Source Pollution is...

3. What do all watershed boundaries have in common?

- a. They are areas of high elevation.
- b. They are low valleys.
- c. They drain to the lowest point

4. How is it possible that two watersheds can exist next to each other?

- d. They are separated by valleys, and all the water drains to the lowest point.
- e. Water can choose to go on either side of an area of high elevation.
- f. Nature made them that way.

5. Why is topography important when locating a watershed?

- g. Topography helps us find contour intervals.
- h. Topography helps us to find areas of low elevation to connect.
- i. Topography helps us to find areas of high elevation to connect

Name: _____

Class: _____

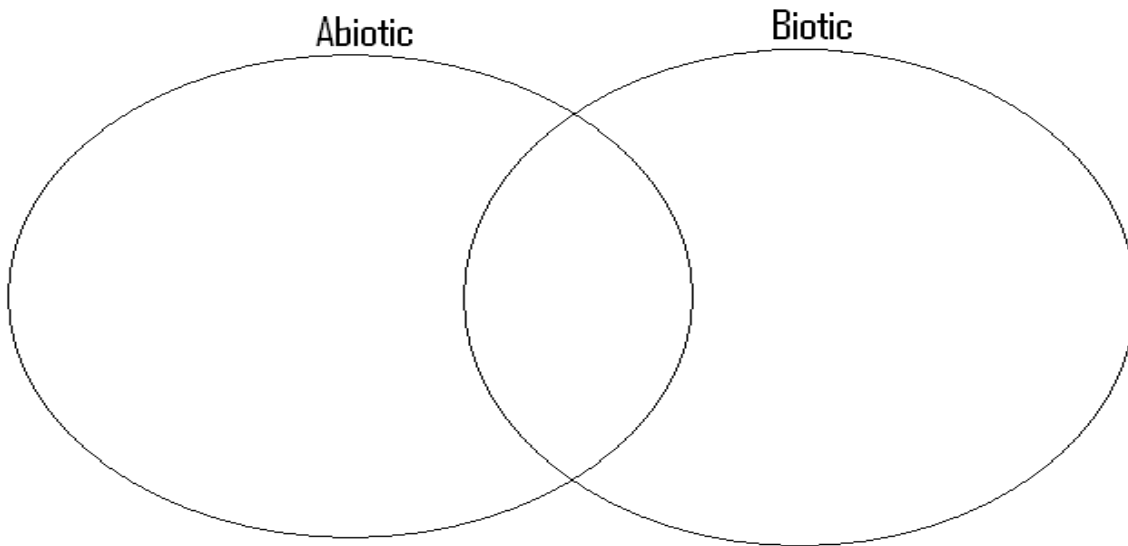
Abiotic vs. Biotic Factors

What is the definition of an abiotic factor?

What is the definition of a biotic factor?

Enter the items from the following list into a Venn diagram. In the center place what contains both biotic and abiotic factors.

Whale	Mushroom	Water	Desert	Paper	Glass
Temperature	Coral	Sand	Dead Bird	Clouds	Snail
Steak	Fungus	Salad	Mold	Grass	Hair
Ocean	Decaying Tree	Rock	Dirt	Gold	Plastic
Grapes	Oxygen	Tundra			



Comprehending...

All biotic and abiotic factors are interrelated. In nature you will find that if one factor is changed or removed, it impacts the availability of other resources within the system. Knowing this, give an example of what might happen given the following situations.

In the open space place either an **(A) for abiotic** or **(B) for biotic** to identify the **bolded** object.

1. All of the **rocks**(____) are removed from a desert ecosystem, what would happen to the population of rock dwelling **lizards** (____) and in turn the animals which eat them.

2. A ten mile area of **trees** (____) is removed from the tropical rainforest. How will this affect the amount of **water** (____) and the amount of **oxygen** (____) in the area?

INSTRUCTIONS:

Choose an ecosystem to draw. In your drawing include the following:

- 10 different biotic factors
- 5 different abiotic factors

Identify all 15 factors and label whether they are **biotic** or **abiotic** factors.

- Your picture should make sense. Ex.) There shouldn't be a polar bear in a sand desert!
- Color your picture
- Be creative!

Further Analysis:

Which ecosystem did you choose? _____

Choose one abiotic factor and one biotic factor from your ecosystem. Imagine that they were suddenly removed. How would your ecosystem change?

Student # _____

Name: _____

Period: _____ Date: _____

Worksheet: Fun With Fictitious Animals

Directions: Use the following dichotomous key to answer the questions below.

1.	A. Body covered with hair	Go to 2
	B. Body covering is not hair	Go to 6
2.	A. Has four legs	Go to 3
	B. Has more than four legs	Go to 4
3.	A. Has two heads and two tails	Double Trouble
	B. Has one head and a short, bushy tail	Grenabar
4.	A. Has one horn on its head	Tamboro
	B. Has two horns on head	Go to 5
5.	A. Has wheels for feet	Skateroo
	B. Has feet with three sharp claws	Beezlebub
6.	A. Body covered with scales	Go to 7
	B. Body covered with feathers	Go to 8
7.	A. Has flippers for its six feet and tail	Nessie
	B. Has pincers for its six feet and has a long, forked tail	Marfwheelzel
8.	A. Has beak with no teeth	Go to 9
	B. Has mouth with sharp teeth	Tearitup
9.	A. Has two antennae and short tongue	Quib
	B. Has four antennae and long tongue	Ork

- _____ 1. A tamboro is most like a
A. bird B. fish C. mammal D. reptile
- _____ 2. Where would a nessie be most likely to live?
A. desert B. ocean C. forest D. meadow
- _____ 3. How many legs does a beezlebub have?
A. two B. three C. four D. more than four
- _____ 4. What kind of body covering does an ork have?
A. feathers B. hair C. scales D. none
- _____ 5. Which animal is most like a real animal?
A. double trouble B. skateroo C. grenabar D. ork
- _____ 6. What color is a beezlebub?
A. red B. brown C. green D. cannot tell from key
- _____ 7. Which animal is most likely to be able to climb trees?
A. beezlebub B. nessie C. skateroo D. ork

8. List all of the characteristics of a quib.

9. Draw a picture of a skateroo in the box below. Be sure to include all of the characteristics mentioned in the key.



10. Choose another animal to draw in the box below. Place the name of the organism on the line provided. Again, make sure you include all of the characteristics that are mentioned in the key for that animal.

Name of animal: _____



Lisette Roman- Ahlgrim - Spanish
 Lesson - Rooms of a house “La Casa”
 Grade level - 3rd grade

Standards	<p>28.B.5A -Imitate sounds and words</p> <p>28.B.1D - Ask learned questions spontaneously in familiar contexts.</p> <p>28.D.1A- Copy words and phrases in the target language.</p> <p>28.D.2A- Categorize words based on meaning.</p> <p>28.D.33A Label familiar items (e.g., family members, classroom objects, pets).</p>
Objective	<p>Students will learn words for various rooms of a house.</p> <p>Students will be able use phrases and implement their vocabulary words.</p>
Materials	<p>Whiteboard</p> <p>Notebooks</p> <p>Slides</p> <p>Electronic flashcards</p> <p>Chromebook</p> <p>Game buzzers</p>

1. Write vocabulary in English on the white board.
2. Pass out various Spanish/English Pictionary to each child
3. Have them look up the Spanish words for the English vocabulary words written on the board using the pictures as clues
4. Students separate into groups and go over the words they found
5. As a class go over vocabulary words and compare them to the ones the children found.
6. Discuss why some rooms had several names (eg: el dormitorio, la habitación and la recámara).
7. Copy words from the board unto their notebooks.
9. Work on digital flashcards made for this unit.
10. Introduce phrases that can be used with their vocabulary words.

Vocabulary list:

house/home - la casa

dining room - el comedor

living room - la sala, el salón

kitchen - la cocina

bedroom - 1. la recámara
2. la habitación
3. la habitación

basement - el sótano

garage - 1. el garaje
2. la cochera

attic - el desván

wall - el pared

chimney - la chimenea

garden - el jardín

window- la ventana

door - la puerta

bathroom - el baño

stairs - las escaleras

floor - 1. el piso

2. el suelo

roof - el techo

patio - el patio

hallway - el pasillo

balcony - el balcón

Phrases:

¿Dónde está _____? - Where is _____?

Esta arriba, abajo, a la izquierda, a la derecha.

It is “upstairs”, “downstairs”, “to the left of”, “to the right of”

Activities:

1. Have students make their own flashcards.
2. Pass out worksheets to work with vocabulary words.
3. Show slides through google Chromecast and play two separate games.
 - a) Name rooms of a house
 - b) Have them find the rooms of a house and describe where they are located?
4. Play game with buzzers
5. Review pronouns from previous unit

Worksheet

Nombre _____ Maestra _____ # _____

Circle the correct word:

1. cocina (bedroom kitchen bathroom)
2. sala (living room bedroom kitchen)
3. Comedor (bedroom bathroom dining room)
4. dormitorio (dining room bedroom living room)
5. baño (bedroom kitchen bathroom)

In which room would find a(respuestas en Español por favor)

1. bathtub _____
2. dining table _____
3. sofa/couch _____
4. stove _____
5. dresser _____

Unscramble the words:

1. alas _____
2. Incoac _____
3. moodrec _____
4. abnolc _____
5. opita _____
6. trdoimiroo _____
7. aencimhe _____
8. tohec _____
9. aevantn _____
10. aontso _____

Answer the following questions:

1. Where can you park your car? _____
2. Where can you cook? _____
3. Where can you shower? _____
4. Where can you sleep? _____

Slides:



Can you tell me which room this is?



la cocina

kitchen

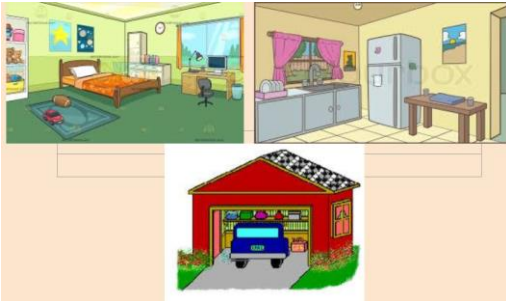
What are the three names for the following:



1. la habitación

2. la recámara

3. el dormitorio



el sótano

basement



la sala

living room

el desván

attic





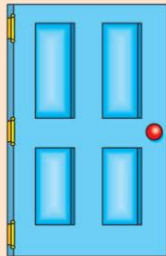
el jardín



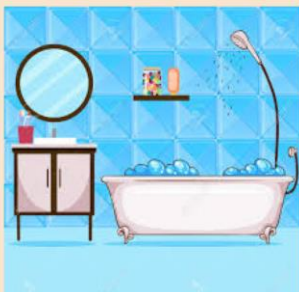
This next one is a little tricky.....

la ventana

What is a desván ?



la puerta



el baño



las escaleras



Let's talk about the floor

1. el piso
2. el suelo



Who can name this?



el techo

It can also mean ceiling

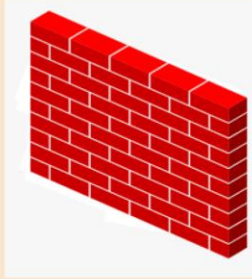
el patio



Who can name this location. Think between the lockers.



el pasillo



el pared

Can you name this next picture?



el balcón



La chimenea

Nombre _____

Maestra _____ numero _____

Third Grade

Write the pronouns in the blank boxes:

Spanish

I	
you (familiar)	
you (formal)	
He	
She	
We	
We	
they	
they	
you (plural)	

Write the corresponding letter in the blanks provided:

1. _____ where to

a. de dónde

2. _____ where from

b. Adónde

Write the corresponding letter in the blank provided:

- | | |
|---------------------------|--------------------|
| 1. _____ dining room | a. la cocina |
| 2. _____ kitchen | b. Where is _____? |
| 3. _____ patio | c. el baño |
| 4. _____ window | d. el patio |
| 5. _____ door | e. la ventana |
| 6. _____ bathroom | f. las escaleras |
| 7. _____ stairs | g. la puerta |
| 8. _____ ¿Dónde está..... | h. el comedor |

Circle the correct word:

- | | | |
|--------------------------------|------------|-------------|
| 9. My house has two floors. | a. el piso | b. el suelo |
| 10. I need to clean my floors. | a. el piso | b. el suelo |

Circle the word that **doesn't** belong:



bedroom

la recámara

el sótano

el dormitorio

la habitación

garage

la cochera

el garaje

el jardín



Circle the **correct** word:

attic

el sótano

el desván

la ventana



living room



el suelo

la sala

la cocina

Circle the correct meaning:

- | | | | |
|------------------|------------|------------|------------|
| 1. el techo - | a. wall | b. balcony | c. roof |
| 2. el balcón - | a. roof | b. wall | c. balcony |
| 3. el pared - | a. chimney | b. wall | c. balcony |
| 4. el pasillo - | a. wall | b. hallway | c. roof |
| 5. la chimenea - | a. chimney | b. balcony | c. hallway |

Unit of Study FY20

Jana McGeever - SPANISH LESSON

Lesson Plan: -AR verbs endings of verbs in the present tense

Lesson Name: -AR verb house

Grade Level: 5th grade

Standards	28.A.1A Understanding oral communication. Recognizing language patterns. 28.A. 3A Comprehend main messages. Understand in oral presentation.
Objective	My objectives for this lesson are for the students to recognize and be able to communicate in sentences about the actions of themselves and of other people. Once an understanding is made about how the verbs conjugate, the pattern is easily used with all of the different infinitives which the students already know.
Concepts	Review of subject pronouns. Review of infinitives that end in -ar. Learn conjugation endings for the -ar verbs.
Materials	-whiteboard/markers -flashcards -poster - notecards with Velcro - to put verb endings on poster -book -worksheet- -Chromebook -projector
Procedure	-I will introduce the lesson by practicing the subject pronouns. Students will place a subject in the proper place in the "verb house" poster. -We will review the -ar infinitives with the papers the students made a while back. -I will speak in Spanish to the class, using the verbs with conjugations, repeating the verbs quite often. After awhile, I will ask the students if they recognized any patterns. -We will add the endings to the verbs on the board from what the students were

	<p>able to figure out while listening.</p> <ul style="list-style-type: none"> -A couple of students will explain what they have learned. -We will conjugate some verbs together as a class, listening, speaking, then reading, and writing. -We will watch a video “o, as, a, amos, an” This is a very catchy and fun YouTube video that the students always love. -We will go around the room, repeating the conjugation endings, “o, as, a, amos, an” -We will do some exercises, listening, speaking, reading, and writing. -We will do a PowerPoint on the lesson. -We will do skits that focus on the lesson.
Assessment	<p>There will be many assessments along the way. First, the students must take notes. I will be assessing the students’ understanding by how they communicate during the class. Written work will be assigned. There will be an exam at the end of the unit which will assess listening, speaking, reading, and writing skills.</p>

Some examples of written work include but not limited to the following...

Nombre _____
Fecha _____
Clase _____

Write the verb endings in the spaces of the house.

Conjugate the following -ar infinitives.

Hablar-

Yo-	nosotros/as-
Tu-	
El	ellos
Ella	ellas
Usted	ustedes

Estudiar-

Yo-	nosotros/as-
Tu-	
El	ellos
Ella	ellas
Usted	ustedes

Ensenar-

Yo-	nosotros/as-
Tu-	
El	ellos
Ella	ellas
Usted	ustedes

Escuchar-

Yo-	nosotros/as-
Tu-	
El	ellos
Ella	ellas
Usted	ustedes

Trabajar-

Yo-	nosotros/as-
Tu-	
El	ellos
Ella	ellas
Usted	ustedes

Descansar-

Yo-	nosotros/as-
Tu-	
El	ellos
Ella	ellas
Usted	ustedes

Nombre _____
Fecha _____
Clase _____

Write in the pronouns and verb forms in the house below.

B. Conjugate the verb in parentheses.

1. Los maestros _____ libros. (comprar)
2. Yo _____ la guitarra. (tocar)
3. Ella _____ un rato con sus amigos. (pasar)
4. Nosotros _____ muchos deportes. (jugar)
5. Tu _____ despues de la escuela. (descansar)
6. Miguel _____ en patineta. (andar)
7. Emilio y Paco _____ la musica. (escuchar)
8. Ustedes _____ un DVD. (alquilar)
9. Rosa _____ la bicicleta. (montar)
10. Mis amigos y yo _____ los lunes. (dibujar)

Nombre
Clase
Fecha

Examen Lección 1

Goal: Demonstrate that you have successfully learned to:

- talk about daily schedules
- ask and tell time
- say what you have and have to do
- say what you do and how often you do things
- use expressions of frequency
- use the present tense of **-ar** verbs

Escuchar *Test CD 1 Tracks 9, 10*

A. Listen as your homeroom teacher gives the schedule of classes for the day. Write what time each class starts. Write all times in numeral form. (5 points)

1. el español
2. el inglés
3. la historia
4. las ciencias
5. el arte

B. Miguel just received his report card and he is discussing his grades with his father. For each subject, write the grade that Miguel receives. (5 points)

1. Las matemáticas
2. El español
3. La historia
4. El inglés
5. Las ciencias

Vocabulario y gramática

C. José likes to do different things with his friends. Read his description and complete the sentences with the correct vocabulary words. (5 points)

Me gusta mucho ir a la escuela y sacar buenas **1.** . Siempre uso la **2.** _____ para escribir correos electrónicos y hacer la tarea. También me gusta tomar **3.** _____. Nunca llego **4.** _____ a la escuela. Me gusta llegar a las siete y media de la **5.** _____. Siempre paso un rato con mis amigos después de las clases.

D. Write the time for each clock pictured below. Tell if the time is in the morning, afternoon, or evening. (10 points)

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**

E. Say how much money each person has by writing the correct form of the verb **tener**. (5 points)

- 1.** El maestro _____ 10 dólares.
- 2.** Nosotros _____ 20 dólares.
- 3.** Los estudiantes _____ 30 dólares.
- 4.** Tú _____ 40 dólares.
- 5.** Yo _____ 50 dólares.

F. Complete the following conversation between María and Roberto by writing the present form of the verb in parentheses. (10 points)

María:

Roberto: María:

¿Tú **1.** _____

(llegar) temprano a la clase de inglés?

No, **2.** _____

(llegar) tarde pero yo

3. _____

(estudiar) mucho y yo

4. _____

(contestar) las preguntas.

¿Los estudiantes

5. _____

(descansar) después

de las clases?

Roberto: No, nosotros

6. _____

(trabajar) o

7. _____

(practicar) deportes. ¿Qué haces tú después de las clases?

María: ¡Es muy interesante! Después de las clases yo

8. _____

(escuchar) música porque mi amiga Claudia

9. _____

(tocar) la guitarra y yo siempre

10. _____

(pasar) un rato

con ella.

G. Answer the following questions about what a good student does at school. Use the most likely expression of frequency in each answer. (10 points)

1. ¿Tiene que llegar tarde a la escuela? (nunca / siempre)
2. ¿Tiene que estudiar las matemáticas? (mucho / de vez en cuando)
3. ¿Tiene que tomar apuntes? (nunca / todos los días)
4. ¿Tiene que hacer la tarea? (todos los días / de vez en cuando)
5. ¿Tiene que hablar con los amigos en clase? (nunca / siempre)

Leer

Elena likes her school very much. Read Elena's description of her school. Then complete activities H and I.

Me llamo Elena. Me gusta mucho estudiar en la escuela. Soy una buena estudiante. Siempre saco buenas notas y contesto todas las preguntas de la maestra. Me gusta mucho estudiar historia. Tengo la clase de español todos los días a las nueve de la mañana. Siempre usamos la computadora en clase y de vez en cuando escuchamos música en clase. También, tengo la clase de arte a la una. Dibujamos todos los días. Tenemos que trabajar mucho en la escuela pero también hablamos con amigos y practicamos deportes después de las clases.

H. Read the following statements about Elena's letter and then circle C for **cierto** (true) or F for **falso** (false). (4 points)

1. Elena saca buenas notas en la escuela.
2. Elena tiene la clase de español a las ocho.
3. En la clase de arte usan la computadora.
4. Nunca escuchan música en clase.

I. Answer these questions about Elena's description of her school. (6 points)

1. ¿A qué hora es la clase de arte?
2. ¿Qué hacen los estudiantes en la clase de arte?
3. ¿Qué les gusta hacer los estudiantes después de las clases?

Cultura

J. Based on the cultural information in your textbook, circle C (**cierto**) or F (**falso**) for each statement. (4 points)

1. Chichén Itzá are ruins of a Mayan city.
2. Some of the pyramids at Chichén Itzá were used for worship.
3. **La Universidad Nacional Autónoma de México** (UNAM) is one of the largest private universities in Mexico.
4. In Mexico, students in most public schools do not wear uniforms.

K. Answer the following questions about Mexican culture. (6 points)

1. Where is the **Jardín Principal**? Why do people go there?
2. What subject is reflected in the mosaic murals on the UNAM library?
3. Besides Spanish, what other languages are spoken in Mexico?

Hablar *Digital*

L. The following cards have the names of subjects at school. Answer the following questions for each card. (15 points)

1. How many students are in the class?
2. What time do you have the class?
3. What do you have to do in that class to get good grades?
 - a. el inglés
 - b. la historia
 - c. el arte
 - d. las matemáticas
 - e. el español

Escribir

M. Write an article for your school's newspaper describing three classes that you like. First, fill out the chart to plan you will include in your article.

Now write your article. Make sure that you include the following information:

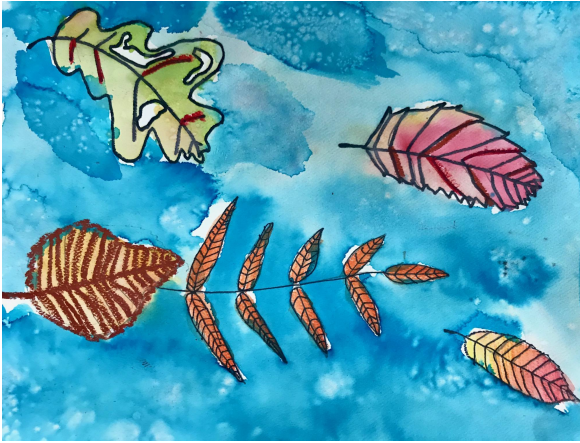
- the name of each class
- the name of the teacher
- the time that each class begins
- one activity that you do in the class (15 points)

_____ pts. of 100 Nota _____

Unit: Mixed Media: Drawing and Watercolor Painting**Lesson: Fall Leaves****Class: 3rd/4th Grade**

Title of Lesson	Fall Leaves
Duration	4-6 Class Sessions
Objectives	Students will learn how to draw 4 different types of leaves and will create a mixed media art piece of leaves floating on water. Students will use ink and watercolor pencils to color each leaf in a gradient of 2 fall colors. Students will use water to blend the pencil and use liquid watercolors for the background of water. Students can experiment with wax resists and salt to create an artistic effect.
Concepts	Contour line drawing Value (Blending and color gradients) Observational Drawing Watercolor Techniques <ul style="list-style-type: none">• Wet on wet• Wet on dry• Wax resist• Salt
Materials	Pencil Permanent Marker Watercolor Paper Watercolor Pan Set Brushes and Cup of Water Salt, crayons and oil pastels for effect
Procedure	The teacher will begin by showing the class how to draw 4 different leaves on the document camera. Students will practice in their sketchbook drawing multiple leaves overlapping to suggest dimension. Students will then start their final piece on watercolor paper and will sketch and outline with ink. Students will then blend watercolor pencils to create a two color gradient of fall leaf colors (Brown, Red, Yellow, Orange, Green). Students will then blend with water and begin painting the background different shades of blue. Students may also experiment with salt and resist techniques.
Assessment(s)	Students will be assessed informally by the teacher on their use of materials and artistic techniques to demonstrate color blending and value.

Examples of student work:



Unit: Makey Makey
Middle School Music Unit
Can be used for 5-8 Grade

Topic/Theme	Experimenting, creating and presenting a musical project with electrical circuits and a device called the MakeyMakey.
Cross-Curriculum Differentiation	In this Unit, students will be turning everyday objects into touchpads and combine them with the internet. This unit encompasses art, engineering, music and everything in between. Students can make any conductive material act as the input device for a computer.
Essential Questions	<ul style="list-style-type: none"> • What materials are conductive? • How does a MakeyMakey work? • How can I use the MakeyMakey to build a project? • How can I create a clear plan of action for m project? • How can I design, create and present something musical using the Makey Makey?
Standards	<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Performers' interest in and knowledge of musical works, context for performance, and understanding of their own musicianship influence the selection of repertoire. Essential Question: How do performers select, analyze, and interpret musical works? MU:Pr4.1.5 a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context as well as the musicianship of self and others.</p> <p>Anchor Standard 7: Perceive and analyze artistic work. Enduring Understanding: Individuals choose music based on their interests, experiences, musical understanding, and each musical works' purpose. Essential Question: How do individuals choose music to experience? MU:Re7.1.5</p> <p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Musicians connect their personal interests,</p>

	<p>experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Essential Question: How do musicians make meaningful connections to creating, performing, and responding?</p> <p>MU:Cn10.1.5</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p> <p>Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p>Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p> <p>MU:Cn11.1.5</p>
<p>Key student learning objectives</p> <p>Student Ownership</p>	<p>I can outline ideas in order to understand how the MakeyMakey works.</p> <p>I can create a plan of action to create a project using the Makeymakey.</p> <p>I can explain and present my project using the MakeyMakey.</p> <p>I can explain my project to a student who is younger than me in a way they can understand.</p> <p>Students will need to take ownership in every aspect of their project. They will need to research a project, show personal responsibility to bring in the resources and materials they need, build the project, and think critically about their process during the assessment.</p>
Real-World Application	<p>As a result of this unit, students should understand that they have the means to turn anything into an instrument and design, create and present a project that works.</p>
Sequence of learning activities	<p>Lesson one: Introduce the Makey Makey and tell the story of how my brother is an engineer and wanted my students to learn about music through electrical circuits. Share the introduction video on the Makey Makey website and have a conversation. Show students various examples of how to use the MakeyMakey: connecting students together, using alligator clips and trying out different objects in the classroom.</p> <p>Lesson two and three: Give students 1 container of playdoh and 1 sheet of tin foil per two person group. Instruct students that they will need to create a controller that has at least 4 seperate parts to play an instrument using the MakeyMakey. Allow students time to test different options using different design styles. After all students have</p>

	<p>tested their controllers, begin the conversation about conductive materials.</p> <p>Lesson four: Introduce the project to the students along with the planning worksheet. They will need to research 4 different musical instruments created with the Makey Makey by using the website provided, and write a detailed description about how the instrument is created and makes sound.</p> <p>Lesson five: Students will need to choose one of the projects they researched and begin to construct their project. They need to bring their own materials, as Ms. Klug will only provide a limited amount of supplies.</p> <p>Lessons six-nine: Give students 4 workdays to build their projects. They will have time to build, test, reconstruct and rebuild if needed.</p> <p>Lesson ten: Students will now begin the Assessment portion of the project. They will need to explain and present the process of creating and using their project in a way a younger student can understand. They will need to finish the Assessment worksheet which asks guiding questions to help them through this process.</p> <p>Lesson eleven: Students will present their projects to their classmates.</p>
Resources to be used	<p>MakeyMakey Computer Alligator Clips Aluminum Foil Playdoh Project Planning Worksheet Project Assessment Worksheet</p>
Assessments	<p>Students will complete the worksheet called “Makey Makey Project Description.” In this worksheet, students will need to provide a detailed description of their project, how they found the idea, the materials they used and how they created and built their project. The students will need to describe their project in a way a younger student would understand, such as a first or second grader. This allow students to think about their project in its most simple form, and provide precise descriptions about their process and outcome.</p>

This Worksheet is to be used as students are researching different project ideas.

Makey Makey Experiments

You will need: headphones, chromebook and a pen or pencil

- Go to the following website: <https://www.instructables.com/howto/makey+makey/>
 - a. This website has a ton of different project ideas that students have created using the Makey Makey and a variety of different materials.
- Choose 5 different project ideas that interest you and answer the following questions:

Project Idea 1

- Explain the project

- List the materials needed for this project

- Briefly outline the steps of the project

Project Idea 2

1. Explain the project

2. List the materials needed for this project

3. Briefly outline the steps of the project

Project Idea 3

1. Explain the project

2. List the materials needed for this project

3. Briefly outline the steps of the project

Project Idea 4

1. Explain the project

2. List the materials needed for this project

3. Briefly outline the steps of the project

This Worksheet is to be completed after projects have been built and completed.

Project Description

Briefly explain the project you created using the Makey Makey (ie. materials, what it does, etc.)

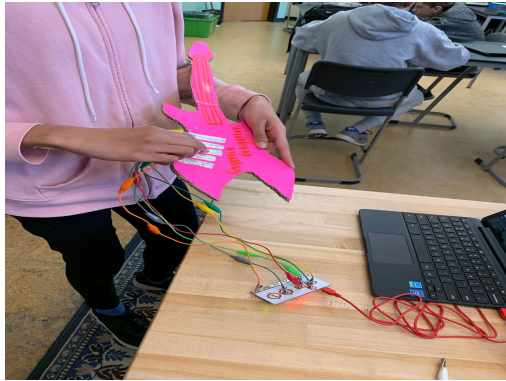
Think of how you would explain how you made your project to a student in 1st grade. Ms. Klug will be taking some of your projects to share with the younger students. In the space below, please explain the steps you took to make your project in a way that a younger student could understand (I will read directly of this sheet when sharing your projects).

If I had the unopened MakeyMakey box and your materials in front of me, what would I need to do to make your project work?

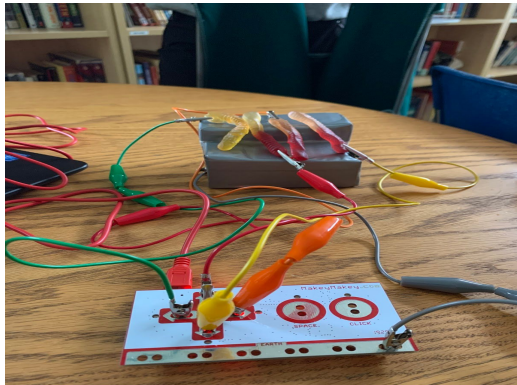
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Use the space below to finish writing, or draw pictures if that will help you explain your project better.

Examples of student work



Makey Makey Guitar with 6 strings



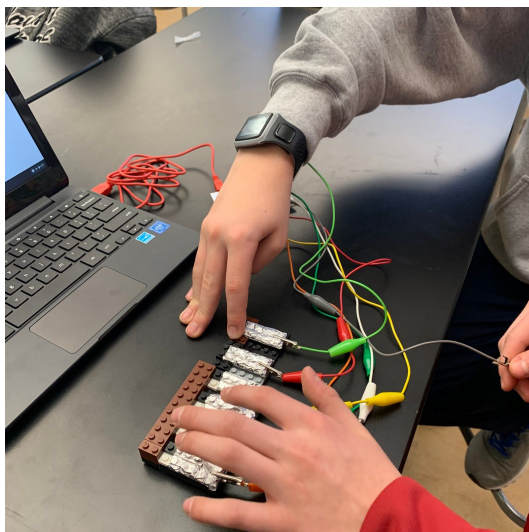
Gummy Worm Piano



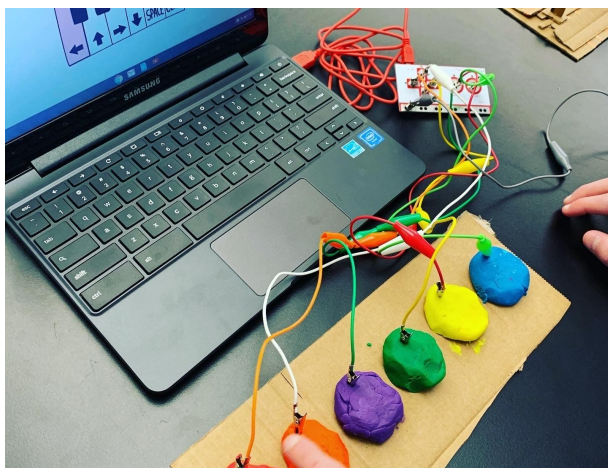
Panda Drum Set



Operation Game



Lego Piano



Play Doh Piano

Paddles PE Unit

Teacher: Mr. Flinn

Grade Level: 1-2 grade

of Students: 24

Facilities Available: Half of the gymnasium (divided by curtain).

Equipment Needed: 24 Paddles, 24 tennis trainer balls, 13 buckets, 12 multi domes, 12 dome poles, 24 bean bags, 8 dodgeballs, barrier shields, caution tape, Plicker Magnets and team shake app.

NASPE Goals Addressed:

Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Illinois Content Standards Addressed:

Standard # 19.A.2 Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.

Standard # 19.B.2 Identify the principles of movement (e.g., absorption and application of force, equilibrium).

Standard # 19.C.2a Identify and apply rules and safety procedures in physical activities.

Standard # 19.C.2b Identify offensive, defensive and cooperative strategies in selected activities and games.

Standard # 20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.

Standard # 21.A.1a Follow directions and class procedures while participating in physical activities.

Standard # 21.A.1c Work independently on tasks for short periods of time.

Standard # 21.A.2a Accept responsibility for their own actions in group physical activities.

Standard # 21.A.2b Use identified procedures and safe practices without reminders during group physical activities.

Unit Objectives:

1. **Psychomotor:** SWBAT Make contact with the ball while stepping with their opposite foot.
2. **Cognitive:** SWBAT adjust their strength when they make contact with the ball.
3. **Affective:** SWBAT demonstrate a positive attitude and participate in lessons 100% of the time.
4. **Fitness:** SWBAT participate in daily physical activity to maintain an elevated heart rate.

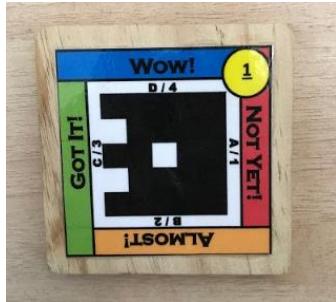
Unit Block Plan

Block plan explanation: Students have PE 3 times a week. There is an A day (first day they have PE), B day (second day) and a C day (third day).

Unit	A day	B day	C day
Paddles	Intro to Paddles/ pancake flip/ bounce	Serve into buckets Partners	Serve into buckets game
Floorball	Race to 3	Floorball	Floorball

Student's Self-Assessment

Plicker Magnets is a student self-assessment tool used daily in Mr. Flinn's PE class. The picture below shows a brief description of one of how the Plicker Magnets are used in this unit. The students grade themselves by turning their Plicker Magnet (using their classroom number) so that the grade they are giving themselves is facing up. Then Mr. Flinn scans the students' self-assessment using the Plickers app. This tells Mr. Flinn who still needs more help next time. The Plicker Magnets are also used for multiple choice pre- and post-assessments.



- Plicker Magnet

Example Lesson Plan

Title: Floorball

Grade/s: 1-3

Objective/s: SWBAT demonstrate good sportsmanship by shaking hands after every game

I can statement: I Can show good sportsmanship while playing in the activity.

Equipment: 10 multi domes, 10 plastic poles, 8 dodgeballs, 24 paddles, warm up cards

Setup: see diagram below

Standard: **21.A.1a** Follow directions and class procedures while participating in physical activities.

Warm-up: teacher will pick a student who has their hand raised and a big smile and who has not been a warm up leader yet. The teacher will hold the warm up cards and like a deck of cards and have the student pick a card at random. Then the student will lead the entire class in the warm up that is on the card. Ten reps of each exercise. If the student needs help reading the card, the teacher will help.

Game Play:

Students play a 1v1 format with a 3rd person as a referee. A point is scored when the ball travels (rolls) between the cones on the opponent's end line. Game is played to 3 or 5 points depending on age level. To start the game, a player strikes the ball from their end line keeping it on the floor so it travels under the center jump rope/jump band and into the opponent's side of the court. The opponent strikes the ball to return it. Play continues until a point is scored. A point is scored when the ball crosses the opponent's end line

The opponent gets a point if the ball goes "over" the jump rope/jump band OR if the ball is hit out of bounds (crosses the sideline).



Grading:

When the students are done at the end of the activity, the students will put on their jackets and shoes. After they put on their shoes, the students will walk to the whiteboard and grade themselves according to the I CAN statement of the day. They will turn their picker magnet to their grade with their grade facing up towards the sky. Then the teacher will scan it using the Plickers app.

Volleyball Unit 2019-2020 - Physical Education

Teacher: Mr. Christopher Loustaunau

Grade Level: 5

of Students: 24

Facilities Available: Half of the gymnasium (divided by curtain) or full gym.

Equipment for Volleyball Unit: 24 volleyballs, volleyball nets (2), volleyball poles (4), cones, Beach Balls, music Ipod, poly spots, speaker, auxiliary cord, whistle, movement cards, How to Bump Poster, How to Underhand Serve Poster, How to Set Poster, How to Spike Poster, mats for dividers, posters, clipboards, pencils, assessment sheets, quiz sheets, dry erase board and markers

NASPE Goals Addressed:

Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Illinois Content Standards Addressed:

Standard # 19.A.2 Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.

Standard # 19.B.2 Identify the principles of movement (e.g., absorption and application of force, equilibrium).

Standard # 19.C.2a Identify and apply rules and safety procedures in physical activities.

Standard # 19.C.2b Identify offensive, defensive and cooperative strategies in selected activities and games.

Standard # 20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.

Standard # 21.A.2a Accept responsibility for their own actions in group physical activities.

Standard # 21.A.2b Use identified procedures and safe practices without reminders during group physical activities.

Unit Objectives:

1. **Psychomotor:** SWBAT use their own balance and coordination to help better develop locomotor, non-locomotor, hand-eye coordination, eye tracking, and spatial awareness.
2. **Cognitive:** SWBAT identify safety rules and expectations before and after every lesson.
3. **Affective:** SWBAT demonstrate a positive attitude and participate in lessons 100% of the time. SWBAT communicate and show good sportsmanship after each transition.

Unit Block Plan

Block plan explanation: Students have PE 3 times a week. There is an A day (first day they have PE), B day (second day) and a C day (third day).

Unit	A day	B day	C day
Week 1	Volleyball Lesson 1	Volleyball Lesson 2	Volleyball Lesson 3
Week 2	Volleyball Lesson 4 Tournament Day	Volleyball Lesson 5 Tournament Day	Volleyball Lesson 6 Tournament Day

Teacher Observation Checklist (Example)

Name	Activity Day A:	Activity Day B:	Activity Day C:
	Focus:	Focus:	Focus:

Key:

+ : Performed the activities main focus with great success and was respectful, responsible and safe.

/ : Performed the activities main focus with partial success and was respectful, responsible and safe.

- : Performed the activities main focus with limited success but was respectful, responsible and safe.

Volleyball Lesson 1

Course: Physical Education

Topic of Lesson: Learn to Serve and Bump

Unit: Volleyball

Instructor: Christopher Loustaunau

Grade: 5th Grade

Class Length: 40min

of students in class: 24

Common Core State Standards (or National Content Standards)

National Standards:

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

National Outcomes:

Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b)
Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c)
Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E2.5)
Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c)
Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
Gives corrective feedback respectfully to peers. (S4.E3.5)

Mastery Objectives – Content and Skill (use action verbs)

Learn to Underhand Serve

Given a volleyball and explanation on how to serve underhand, students will learn to use the underhand serve and stand behind the service line.

Learn to Bump a Volleyball

Given a volleyball and a partner, students will successfully be able to bump the ball back to their partners.

Pre-Instruction Findings:

All twenty-four students have experience with volleyball and have been taught the unit of volleyball to a lesser extent since the first grade. The students have also participated in a peer assessment evaluation prior to this lesson. All the students have a basic skill level with some higher than others. By the end of the volleyball unit, students are expected to show competency in the three major skill areas taught during the volleyball unit. All students are expected to know how to properly rotate in a game of volleyball by the end of this unit.

Domains:	Assessment Tools:
Psychomotor Domain: -perform fitness activity for approximately five minutes. -correctly serve underhand using correct form and get it over the net. -serve the ball correctly and inbound 90% of the time during the culminating activity.	Skills Rubric
Cognitive Domain: -answer questions at the end on how to correctly demonstrate the underhand serve. (what part of your hand makes contact with the ball? Which foot should be in front?) -Students will be able to compare and determine a bump vs a not well performed bump -Students will be able to compare and determine a good serve, to a volleyball serve with errors.	Teacher's Questions, Closing Questions
Affective Domain: -listen attentively to instructions when being given. -Show sportsmanship by following the rules that have been set up	Informal Self Reflection

Materials/Technology/Resources Needed for the Lesson

Half of the gym, Speaker, Auxiliary Cord, IPOD, Whistle, Mobile Dry Erase board, Dry Erase Board, 24 volleyballs, How to Bump Poster, How to Underhand Serve Poster, and Volleyball Net

Academic Language Vocabulary/Function

Function: Compare

Vocabulary: Underhand Serve, Bump, Pass, Platform, Control, Target, serving line

Syntax:

Learning Cues for underhand serving: Face Target, foot forward, bowl, hit, follow through

Learning Cues for bumping: Ready, contact, follow through

Discourse: Explain why it's important to have a flat platform when bumping, Explain why you must follow through to target, Explain why you can't step on the serving line when serving a volleyball.

Ways Students use language: Students recite verbal cues.

Instructional Assistant Duties: Help with tossing volleyballs, scorekeeping.

Variety Learners: Injured student with crutches may perform activity on the bench with beach ball, serve with beach ball while seated, bump while seated, Scorekeep.

Time: 8min	<p>Students will enter the gym, dress into PE clothes, then sit quietly in assigned seats. Weekly leaders will lead in stretches from deck of stretch cards. 10 reps each stretch. Students will then jog around half of the gym 5x. Once they have completed 5 laps, they will have a seat in the center circle.</p> <p>Safety: Jog between green and black lines (perimeter of half court), jog forward, stay an arm length away from your peers, stay on your feet, tie your shoes outside of the jogging lanes, and keep your hands to yourself.</p>
Transition	<i>Students will be seated in the center circle. Teacher will present mobile erase board</i>
Time: 2min	<p>(on mobile erase board)</p> <p>Volleyball is the second most popular sport in the world today, exceeded only by soccer. Volleyball is a team sport in which players use their hands or arms to hit a ball over a net. Two teams made with six players each compete in a volleyball game to 25 points using 4 basic techniques: Serve, Bump, Set, Spike. Volleyball can be played inside, in a gym, or outside, on a beach or in a park. In P.E. we will be learning the rules of indoor volleyball. Fun Fact: Most volleyball players jump about 300 times a match (2 or 3 games in a match)</p>

Transition: Students turn and watch demonstration

Activity	What Teacher Does/Instruction	What Students Do/Learning Task	Equipment
Task 1: Learn to Under-hand Serve	<p>-Teacher will demonstrate the steps in a serve.</p> <p>-Student holds ball in one hand, lean forward into your left leg, swings, the other hand in an arc motion below the waist and strikes the ball from the bottom with a fist to put it into play. Fist is made with thumb out.</p> <p>-Everyone performs serving cues with no ball</p> <p>-Teacher will instruct every student to get a volleyball, and stand behind the serving line</p>	<p>Students will sit quietly while teacher is demonstrating how to perform an underhand serve.</p> <p>Students will quietly raise their hand to answer or ask any questions.</p> <p>Students will retrieve a volleyball, and stand behind the serving line.</p> <p>Students will then be able to</p>	-24 volleyballs -Volleyball net

8min	<p>while holding their volleyball.</p> <p>Safety: Pretend have a hula hoop. That's how far I want you to be to the people next to you. When cleaning up, no one should be running. Keep your eyes open when serving and retrieving a ball.</p>	<p>apply what they learned, and practice underhand serving.</p>	
Transition	<p>Teacher will blow whistle and instruct students to place volleyballs in bins, then meet teacher near the wall</p>	<p>Students will quietly place volleyball in bins and meet the teacher near the wall.</p>	
<p>Task 2: Learn to Bump Volleyball</p> <p>3min</p>	<p>Teacher will demonstrate how to bump a volleyball.</p> <p>Teach students how to put hands together and to have a solid platform. (do not interlock, do not bend elbows)</p> <p>Students will stand up and rehearse</p> <p>Safety: Find space an arm length away.</p>	<p>Students will line up in a single file line behind the 3 meter line. Students will take turns catching a volleyball with straight arms, squat to touch the volleyball to the ground, and toss the volleyball back to target.</p>	
Transition:	<p>Create 3 groups of 8</p>		
<p>Task 3: Practice Passing to Target</p> <p>4min</p>	<p>Students will take turns to bump to target. Students will then take 3 steps back and pass. Finally, students will take another 3 steps back and pass to target.</p>		3 beach balls
Transition	<p>Instruct students to sit where they're at and make groups of 3 for assessment</p>	<p>Students will sit and listen</p>	
<p>Task 4: Peer Assessment</p> <p>4min</p>	<p>Have one tosser, one bumper, and one evaluator.</p> <p>explain assessment.</p> <p>Each tester will perform 3 bumps</p> <p>IA: 1. can place and spread out poly spots for groups. 2. Can collect worksheets.</p> <p>Safety: stay by poly spot</p>	<p>One student will toss, and the other will pass to the target until it's time to switch.</p>	-8 beach balls -poly spots
Transition	<p>Blow whistle, have students have a seat where they're at, one person puts the ball</p>	<p>Students will sit and listen to further instruction.</p>	

	<i>away everyone else join me on half of the court and have a seat.</i>		
<i>Task 5: Circle Volleyball Game 4min</i>	<i>2 groups of 12. Students will be given 3 minutes to get as many points they can get in a game of circle volleyball. To play, students will circle up and bump to one another, if the bump is hit from the air, they'll receive 3 points, 1 bounce then a bump will result in 1 point, and a non-bump or more than 2 bounces will result in zero points. Work on communication. Call "GOT IT!" IA: scorekeeper</i>	<i>Students will get back with their partner. One student will be a tosser, and the other a passer. The tosser will either toss the ball to the right or left, and the passer must shuffle under the ball and pass the ball to the target until it's time to switch.</i>	<i>-1 beach ball or volleyball</i>
<i>Transition</i>	<i>Blow Whistle. Students have a seat.</i>	<i>Students sit quietly waiting for instruction</i>	
<i>Closing</i>	<i>Teacher will have students work together to explain, and teach the teacher how to bump. Teacher will follow students instructions. Assess Students with Thumbs up, sideways, and thumbs down. Write down names with thumbs down.</i>	<i>Students will explain how to properly serve a serve, and answer questions on mobile dry erase board.</i>	

Volleyball Lesson 2

Course: Physical Education

Topic of Lesson: Learn to set a volleyball

Unit: Volleyball

Instructor: Belinda George

Grade: 5th Grade

Class Length: 40min

of students in class: 24

Common Core State Standards (or National Content Standards)

National Standards:

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

National Outcomes:

Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b)
Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c)
Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E2.6.5)
Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c)
Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
Gives corrective feedback respectfully to peers. (S4.E3.5)

Mastery Objectives – Content and Skill (use action verbs)

Learn to Set a Volleyball:

Students learn the fundamentals for setting and how to continuously set the ball in a confined triangle and control the ball.

Pre-Instruction Findings:

All twenty-four students have experience with volleyball and have been taught the unit of volleyball to a

lesser extent since the first grade. All the students have a basic skill level with some higher than others. By the end of the volleyball unit, students are expected to show competency in the three major skill areas taught during the volleyball unit. All students are expected to know how to properly rotate in a game of volleyball by the end of this unit.

Domains:	Assessment Tools:
Psychomotor Domain: -perform fitness activity for approximately five minutes. -correctly set volleyball with correct form.	Skills Rubric
Cognitive Domain: -ask questions at the end on how to correctly execute a set (what shape does your hands make under the ball? what part of your fingers are the only part that contacts the ball) -Students will be able to compare and determine a set vs. an incorrect set	Teacher's Questions, Closing Questions
Affective Domain: -listen attentively to instructions when being given. -Show sportsmanship by following the rules that have been set up	Informal Self Reflection

Materials/Technology/Resources Needed for the Lesson

Whistle, Dry Erase Board, Mobile Erase board. 24 volleyballs for each student, How to Set Poster, Volleyball Net

Academic Language Vocabulary/Function

Function: Compare

Vocabulary: (types of muscles for stretching) Underhand Serve, Bump, Pass, Platform, Control, Target, serving line, set, hi-10, fingertips, catch, release

Syntax:

Learning Cues for setting: Catch on forehead, Release with Hi-10's.

Discourse: Explain why it's important to have fingertips only touching the volleyball, Explain why the volleyball is set high. Explain why fingertips on both hands must hit the ball simultaneously.

Ways Students use language: Students recite verbal cues.

Opening Activity (Do Now) (*How will opening activity introduce the topic and motivate students?*)

Time: 5Min	Students will enter the gym, and sit in assigned seats. 4 weekly leaders will each choose a flashcard with a stretch to demonstrate. Each card will be a card that will stretch a muscle that the students will be using in this lesson.
Transition	Students will gather near the entrance on the carpet to hear further instructions.
Time: 5min	Students will start with jogging around the gym, and will change movements instructed by the teacher, cued by a whistle.

Transition: Students gather at the center of the gym, and have a seat in a circle.

	Activity	What Teacher Does/Instruction	What Students Do/Learning Task	Equipment
Task 1 5min	Under-hand serve Group Peer Assessment	Teacher will give students 3 min to complete peer assessment forms. There will be 1 tester, 1 server, and 1 server on deck. Students must serve ball over the net behind the black line. When done, students must turn in sheet to IA, and can practice serving until everyone is done. Safety: Stay in lane. Be careful and cautious when retrieving a ball.	-Server must stand behind the serving line. -Student holds ball in one hand, swings, the other hand in an arc motion below the waist and strikes the ball from the bottom with a fist to put it into play.	-8 volleyballs -net
Transition		Teacher will blow whistle for students to hold their volleyballs.	Students will hold volleyballs and listen	

Task 2 3min	Deadfish Serving Game	Instruct: Each team will begin serving, and if the serve goes into the net or outside of the court, that player must go to the other side (where her/his teammates are serving) and lay on the court (I'm assuming, like a dead fish) until a teammate hits that player with their serve. If the player is hit, they are "rescued" and may return to their team's side and begin serving again. The game ends when one team (due to missed serves) runs out of servers and has a court full of dead fishes	Students will try to serve the ball over the net. If they don't make it over, they must sit on the other side of the net until another student serves a volleyball to them. (or if students are really good, flip rules around)	-24 volleyballs -net
Transition		Blow whistle	Student's will place balls in bins	
Task 3 2min	Bumping with assessment group	Like, don't let the balloon touch the ground. Teacher will let students know that they're going to be practicing on how to control the ball in the air with their assessment group.	Students will bump to their group members and count how many bumps they can do before the ball touches the ground.	-24 volleyballs
Transition		Teacher will ask students how many they got. More than 10? 20? Everyone grab a ball		
Task 4 3min	How to set a volleyball	Teachers instruct students to put volleyball on the floor in between their feet. have students set to self	Students will make a triangle while picking up the ball, then place the ball and triangle above the forehead. Students will then learn to flick their wrist giving hi-10's.	-24 volleyballs
Transition		Same 3 Groups for drill		
Task 5 5min	3 line set	Teacher will split students into three groups and explain the drill. 3 targets will have their backs against the net while holding a ball.	Students will face the target 3 meters away lined up in a single file line. Target will toss the volleyball to first student,	-12 volleyballs

			<i>first student will set the ball to the target</i>	
<i>Transition</i>		<i>instruct students to have a seat</i>	<i>Students put balls away</i>	
<i>Closing 5min</i>		<i>Ask students to explain setting cues, and answer questions on board</i>	<i>Students work together to explain how to set.</i>	<i>-mobile dry erase board</i>

Volleyball Lesson 3

Course: Physical Education

Topic of Lesson: Learn to spike a volleyball

Unit: Volleyball

Instructor: Belinda George

Grade: 3-5th Grade

Class Length: 40min

of students in class: 24

Common Core State Standards (or National Content Standards)

National Standards:

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

National Outcomes:

Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b)
Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c)
Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E2.5)
Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c)
Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
Gives corrective feedback respectfully to peers. (S4.E3.5)

Mastery Objectives – Content and Skill (use action verbs)

Learn to Spike a Volleyball:

Student's learn the steps to successfully spike a ball over the net.

Pre-Instruction Findings:

All twenty-four students have experience with volleyball and have been taught the unit of volleyball to a lesser extent since the first grade. All the students have a basic skill level with some higher than others. By the end of the volleyball unit, students are expected to show competency in the three major skill areas taught during the volleyball unit. All students are expected to know how to properly rotate in a game of volleyball by the end of this unit.

Domains:	Assessment Tools:
Psychomotor Domain: -perform fitness activity for approximately five minutes. -As a result of this lesson, students will perform the different movements and form needed to execute a “spike” in volleyball.	Skills Rubric
Cognitive Domain: -The students will understand how to put the movements together to perform the “spike” successfully. -They will also understand that this is the third step in an offensive volleyball play, which is used for scoring. -ask questions at the end on how to correctly execute a spike (How many steps in your approach? What is it called when a ball is spiked over the net, and it hits inbounds with no contact?) -Students will be able to compare and determine a spike vs. an incorrect spike	Teacher’s Questions, Closing Questions
Affective Domain: -Students will be working together so they can learn from watching each other as well as learn how to cooperate with one another in various activities. Today’s drills require that they work as teammates. -listen attentively to instructions when being given. -Show sportsmanship by following the rules that have been set up	Informal Self Reflection

Materials/Technology/Resources Needed for the Lesson

Whistle, Dry Erase Board, cones, Mobile Dry Erase Board, 24 volleyballs for each student, How to Spike Poster, Volleyball Net

Academic Language Vocabulary/Function

Function: Compare

Vocabulary: (types of muscles for stretching) Underhand Serve, Control, Target, serving line, set, hi-10, fingertips, catch, release, spike, kill, attack, approach

Syntax:

Learning Cues for spiking: 3 step approach, jump, arrow, attack

Discourse: Explain why it's important to spike? (Most difficult to return) Explain why you must follow through to your target

Ways Students use language: Students recite verbal cues.

Opening Activity (Do Now) *(How will opening activity introduce the topic and motivate students?)*

Time: 5Min	Students will enter the gym, and sit in assigned seats. 4 weekly leaders will each choose a flashcard with a stretch to demonstrate. Each card will be a card that will stretch a muscle that the students will be using in this lesson.
Transition	<i>Students will gather near the entrance on the carpet to hear further instructions.</i>
Time: 5min	<i>Students will start with jogging around the gym, and will change movements instructed by the teacher, cued by a whistle.</i>

Transition: Students gather at the center of the gym, and have a seat in a circle.

	Activity	What Teacher Does/Instruction	What Students Do/Learning Task	Equipment
Task 1 2min	Under-hand serve/ overhand practice	Teacher will give students 2 min to practice their underhand serve that they learned from last class.-Server must stand behind the serving line. Teacher will instruct every student to get a volleyball, and stand behind the serving line while holding their volleyball and will whistle to start.	-12 students on each side of the net. Server must stand behind the serving line. -Student holds ball in one hand, swings, the other hand in an arc motion below the waist and strikes the ball from the bottom with a fist to put it into play.	-24 volleyballs -net or 2 if available
Transition		Teacher instructs: Freeze. Put away balls and meet in the center	Freeze. Put away balls and meet in the center	
Task 2 3min	Tic-Tac Toe game	Split each side into 2 teams. Instruction: Students will serve into a 3x3 grid. wherever the ball lands, they must place their beanie in the spot. If there's already a beanie there, it's the other team's turn.	Students will serve into boxes to try and get a 3 in a row.	-4 volleyballs -net -16 cones -bean bags
Transition		Blow whistle ask students to clean up then meet the instructor by the net once they're done.	Students will put away balls, cones, bean bags then meet the instructor by the net.	

Task 3 5min	Setting Assessment	<ol style="list-style-type: none"> 1. Students will get into assessment groups and assess one another. 2. One student the evaluator, one a setter, and one the tosser/catcher. 	students will face the target 3 meters away lined up in a single file line. Target will toss the volleyball to first student, first student set to target, then move to the 6 meter line group, then 9 meter line group.	-3 volleyballs
Transition		Blow whistle and have students line up on line. (no net needed)		
Task 4 1min	Teach 3 Step Approach	Teach students how to do the 3 step approach. Left, right, left or right, left, right depending if they're left handed or right.	Students will start lined up on the line, and walk their approach	-24 volleyballs
Transition		blow whistle	students stand on line	
Task 5 5min	3 Step Approach plus Arm Swing	Teach students how to do a 3 step approach in addition to bring their spiking arm up.	Students will repeat doing their 3 step approach and bringing their spiking arm up	-3 volleyballs
Transition		Blow whistle, have student stand on the line	Students stand on line quietly	
Task 6 5min	Downball 3 lines	<p>Teach students when to make contact with the ball.</p> <p>Then, form 3 spiking lines.</p>	Students will line up in 3 lines and hit the ball over the net with their 3 step approach.	-3 volleyballs
Transition		Blow whistle. Students line up on line	Students stand on the line	
Task 7 1min	Approach with jump	Instruct students to approach following left, right, left ,squat, arms back ,jump (or opposite steps)	Students repeat their approach until time is called.	
Task 8 1min	Spike with full arm swing	Instruct students to approach following left, right, left ,squat, arms back ,jump, arm back, hit	students repeat approach until time is called	
Transition		Form 3 spiking lines.		
Task 9	Spiking	Instructors will catch the ball tossed	Students will spike the	-24

<i>2min</i>	<i>Lines</i>	<i>by the student then toss a ball high enough to spike.</i>	<i>ball, shag the ball they hit and get back in line.</i>	<i>volleyballs</i>
<i>Transition</i>		<i>blow whistle</i>	<i>Students sit in circle</i>	
<i>Closing</i>		<i>Ask students how to do a spike, and answer questions on board.</i>		<i>Dry Erase Board</i>

Volleyball Lesson 4

Course: Physical Education

Topic of Lesson: Tournament

Unit: Volleyball

Instructor: Christopher Loustaunau

Grade: 5th Grade

Class Length: 40min

of students in class: 24

Common Core State Standards (or National Content Standards)

National Standards:

Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

National Outcomes:

Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b)
Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c)
Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E26.5)
Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c)
Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
Gives corrective feedback respectfully to peers. (S4.E3.5)

Central Focus	Volleyball Tournament Day 1 and Game Rules
Warmup 8min	Leaders choose warm up cards, and lead class in stretching. 3 lap jog around the gym or Jog 10x to and from net. Safety: Do not touch the net, stand half an arm length away from the people next to you. Imagine line to and from the net, follow the line and stay in your lane.
Equipment	2 Volleyball nets, 4 volleyballs, Mats for Divider, Marker Board, Cones
Introduction 6min	Have students sit in front of the dry erase board. Explain the rules and vocabulary for indoor volleyball.
Task 1 3min	Assign teams and have students get into their teams and come up with a co-captain, and a team name
Transition	Teams will be assigned a court, and they'll be given time to warm up.
Equipment	2 Volleyball nets, 4 volleyballs
Task 2 1min	Students will form a circle with their team and warm up with the captain in the center. Students will warm up by bumping, setting, or spiking the ball to one another.
Transition	Instructor will blow whistle to signal spiking lines. Captains will grab one more ball per team for spiking lines.
Equipment	8 volleyballs, cones, 2 volleyball nets.
Task 3 1min	Spiking Lines. Each team will have 2 volleyballs, and Students will form spiking lines on opposite sides of the courts. Set up: One student will be setting the ball, first person in line tosses the ball, setter sets, and spiker hits. The setter must get the spikers ball, and hand the ball to the next person in line that doesn't have a ball. Setter will go to the end of the line, and spiker will go to the setters position, and practice setting.
Transition	Captains will grab one extra volleyball
Task 4 - 1min	Students will be able to practice serving
Transition	Blow whistle, Balls in the bag, 1 ball to referee. Leaders will rock, paper, scissors for their choice of side or serve.
equipment	2 volleyballs, 2 nets, cones
Task 5 - 20min	Students will play 1 volleyball game to 25
Note:	-Students that have not completed peer assessments will take time aside to complete their peer assessments. -Teacher will add a time limit to games if needed. Team with the most points at the buzzer will be declared the winner.

Volleyball Lesson 5

Course: Physical Education

Topic of Lesson: Tournament

Unit: Volleyball

Instructor: Christopher Loustaunau

Grade: 5th Grade

Class Length: 40min

of students in class: 24

Common Core State Standards (or National Content Standards)

National Standards:

Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

National Outcomes:

Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b)
Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c)
Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E26.5)
Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c)
Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
Gives corrective feedback respectfully to peers. (S4.E3.5)

Central Focus	Volleyball Tournament Day 2
Warmup 10min	<p>Leaders choose warm up cards, and lead class in stretching. 5 lap jog around the gym or Jog 10x to and from net.</p> <p>Safety: Do not touch the net, stand half an arm length away from the people next to you. Imagine line to and from net, follow the line and stay in your lane.</p>
Equipment	2 Volleyball nets, 4 volleyballs, Mats for Divider, Marker Board, Cones
Transition	Teams will be assigned a court, and captains may grab a volleyball for their team.
Equipment	2 Volleyball nets, 4 volleyballs
Task 1 1min	Students will form a circle with their team and warm up with the captain in the center using the 3 volleyball skills that they learned.
equipment	8 volleyballs
Transition	Students will line up on opposite sides for spiking lines. Captains will grab another volleyball for their team. Each team should have 2 volleyballs.
Task 2 1min	<p>Spiking Lines. Each team will have 2 volleyballs, and Students will form spiking lines on opposite sides of the courts. Set up: One student will be setting the ball, first person in line tosses the ball, setter sets, and spiker hits. The setter must get the spikers ball, and hand the ball to the next person in line that doesn't have a ball. Setter will go to the end of the line, and spiker will go to the setters position, and practice setting.</p>
transition	Blow whistle. Captains will grab one more volleyball. Each team should have 3 volleyballs.
Task 3 1min	Students from each team will stand behind the black serving line practicing their serve, or wait to collect a ball.
equipment	2 volleyballs, 2 nets, cones
transition	Leaders will rock, paper, scissors for then line up their team
Task 4 15min	Students will play 1 volleyball game to 25
transition	Teams will be assigned courts, and captains will rock, paper scissors or odd even
Task 5 15min	Students will play 1 game to 25

Volleyball Lesson 6

Course: Physical Education

Topic of Lesson: Tournament

Unit: Volleyball

Instructor: Christopher Loustaunau

Grade: 5th Grade

Class Length: 40min

of students in class: 24

Common Core State Standards (or National Content Standards)

National Standards:

Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

National Outcomes:

Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments. (S1.E1.5b)
Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E1.5c)
Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball). (S1.E26.5)
Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance and gymnastics. (S2.E3.5c)
Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
Gives corrective feedback respectfully to peers. (S4.E3.5)

Central Focus	Volleyball Tournament Day 3
Warmup 10min	<p>Leaders choose warm up cards, and lead class in stretching. 10 lap jog around the gym Jog 10x to and from net.</p> <p>Safety: Do not touch the net, stand half an arm length away from the people next to you. Imagine line to and from net, follow the line and stay in your lane.</p>
Equipment	2 Volleyball nets, 4 volleyballs, Mats for Divider, Marker Board, Cones
Task 1 1min	Circle volleyball. Students will form a circle with their team and warm up with the captain in the center using the 3 volleyball skills that they learned.
Transition	Students will line up on opposite sides. Captains will get another ball for their team. Each team will have 2 volleyballs
Equipment	2 Volleyball nets, 8 volleyballs
Task 2 1min	<p>Spiking lines Each team will have 2 volleyballs, and Students will form spiking lines on opposite sides of the courts. Set up: One student will be setting the ball, first person in line tosses the ball, setter sets, and spiker hits. The setter must get the spikers ball, and hand the ball to the next person in line that doesn't have a ball. Setter will go to the end of the line, and spiker will go to the setters position, and practice setting.</p>
Transition	Leaders will get another ball for their team. Each team must have 3 balls
Task 3 1min	Students will stand behind their serving line and practice serving.
Transition	Balls will be put away. Leaders will rock, paper, scissors, or pick odd or even and line up their team
equipment	2 volleyballs, 2 nets, cones
Task 4 15min	Students will play 1 volleyball game to 25. Semifinals
transition	Winners from each side will go into the finals
Task 5 15min	Finals. 1 game to 25. Other court will be available for students to practice skills.

Basic Volleyball Rules

6 players on the floor at any one time - 3 in the front row and 3 in the back row
Maximum of 3 hits per side
Points are made on every serve for the winning team of rally (rally-point scoring).
Player may not hit the ball twice in succession. (A block is not considered a hit.)
Ball may be played off the net during a volley and on a serve.
A ball hitting a boundary line is in.
A ball is out if it hits an antennae, the floor completely outside the court, any of the net or cables outside the antennae, the referee stand or pole, the ceiling above a non-playable area.
It is legal to contact the ball with any part of a player's body.
It is illegal to catch, hold or throw the ball.
A player cannot block or attack a serve from on or inside the 10-foot line.
After the serve, front-line players may switch positions at the net.
Matches are made up of sets; the number depends on level of play. 3-set matches are 2 sets to 25 points and a third set to 15. Each set must be won by two points. The winner is the first team to win 2 sets. 5-set matches are 4 sets to 25 points and fifth set to 15. The team must win by 2 unless tournament rules dictate otherwise. The winner is the first team to win three sets. Cap at 30pts.

Rule Violations That Result In a Point for the Opponent

When serving, the player steps on or across the service line as while making contact with the ball.
Failure to serve the ball over the net successfully.
Ball-handling errors. Contacting the ball illegally (double touching, lifting, carrying, throwing, etc.)
Touching the net with any part of the body while the ball is in play.
When blocking a ball coming from the opponent's court, it's illegal to contact the ball when reaching over the net if both your opponent has not used 3 contacts AND they have a player there to make a play on the ball.
When attacking a ball coming from the opponent's court, contacting the ball when reaching over the net is a violation if the ball has not yet broken the vertical plane of the net.
Crossing the court centerline with any part of your body is a violation. Exception: if it is the hand or foot. In this case, the entire hand or entire foot must cross for it to be a violation.
Serving out of rotation/order.
Back-row player blocking (deflecting a ball coming from the opponent) when, at the moment of contact, the back-row player is near the net and has part of his/her body above the top of the net. This is an illegal block.
Back-row player attacking a ball inside the front zone (the area inside the 3M/10-foot line) when, at the moment of contact, the ball is completely above the net. This is an illegal attack.

Underhand Volleyball Serve Assessment Student's Names	Face Target	Swing Arm Back	Step With Opposite Foot	Make Contact with Heel of Hand	Hit ball out of hand	Follow Through	Ball Goes over net	Total:
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								

Volleyball Bumping Assessment Student's Names	Face Target	Fingers Overlap	Knees bent Shoulder width apart	Ball hits forearms	Arms in front of body (off chest)	Lift arms and knees	Ball goes over net	Total:
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								

Volleyball Setting Assessment Student's Names	Knees Bent shoulder width apart	Hands Form Triangle	Elbows pointed out	Ball only touches fingertips	Wrist flex inward when receiving ball	Extend to target	Wrists flex outward	Ball Clears net	Total:
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									
21.									
22.									
23.									
24.									

Volleyball Spiking Assessment Student's Names	3 step approach	Ball contacted in the air	Hitting arm fully extended	Ball Hits Center of Hand	Ball Clears Net	Total:
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						

VOLLEYBALL Quiz

Name: _____

Teacher: _____

Directions: Fill in the blank or circle the correct answer in the parenthesis.

1. ____ How many players are there on an indoor volleyball team?
2. Is it okay for a player to touch the net? (yes/no)
3. ____ How many points must you score to win an indoor volleyball game?
4. What direction do you rotate on the volleyball court? (Clockwise/Counterclockwise)
5. When calling the score, whose score do you call first? (Serving Team/Receiving Team)
6. ____ What's the maximum number of hits a team is allowed before the ball travels back over the net?
7. If the ball lands on the line, is the ball in bounds or out? (in/out)
8. Can a player contact the ball twice in a row? (yes/no)
9. There are three hits used while playing volleyball. Name them in the order they should be used.

1. _____

2. _____

3. _____

Section F: Updated Goals, Objectives, and Pupil Performance Standards

Section F: Updated Goals, Objectives, and Pupil Performance Standards 2019-20

Education & Curriculum

The 2019-2020 school year started strong with the introduction of the new Growth Model Evaluation System. Staff started by writing personal and academic goals for themselves and their students. Unfortunately, the closure of schools and subsequent lack of formalized assessment left most teachers unable to process the success of their goals when related to student data. Teachers will continue to process those goals and potentially adjust and continue in the fall of the 2020/2021 school year.

As teams, the staff continued their training in writing P3BL units and completed their first completely integrated unit of the Catalyst project. These units capture both ILS and Education for Sustainability (EfS) standards using authentic and highly engaging learning opportunities. For those units completed before the COVID - 19 Pandemic crisis closed the schools for the year, teachers will assess the student learning impact and make necessary adjustments for the future.

Looking to improve instruction in literacy, our Kindergarten began to pilot new ELA materials. These materials, which are more closely aligned with current assessment and benchmarking tools and practices, are expected to help teachers broaden their approach in early literacy. An end of year review led to the purchase of the materials through 2nd grade.

In the 3rd through 8th grades, teachers began discussing opportunities and strategies to build out writing programs with greater continuity throughout the upper grades. Again, the COVID-19 Crisis slowed that progress, however the teams will continue the process of building this important system. In 2020/2021 we will develop common writing assessments and subsequently begin the work of ensuring curriculum and instruction is designed and accurate to meet the writing goals for the school.

The staff is now in its third year using the new Bridges Math materials. Although there are no PARCC or End of Year NWEA results to help assess overall student growth and achievement, internal assessment and anecdotal information indicate continued success for the school in math achievement and overall program growth. This year, our staff continued to work toward building enrichment opportunities for all students. In addition to providing enrichment classes in 5th through 8th grades in math and ELA, PCCS is now prepared to expand the accelerated and advanced math program to the 5th grade students. Of the 48 students graduating in 2020, 58% completed Algebra or above, and 23% completed Geometry.

The year ended with our teachers and staff creating a Remote Learning plan that far exceeded all expectations for our staff and students. Using a combination of existing curriculum and strategies (High SEL instruction and intervention, Small groups in Guided Reading and Math, GAFE, SeeSaw, etc) the teachers were able to quickly teach our students and parents the digital platforms, tools, and strategies needed to deliver the majority of the remaining curriculum with engagement and fidelity. With nearly perfect attendance, high levels of engagement and assignment success, especially in the elementary grades, the Prairie Crossing Charter School staff expects a much smaller academic slide than predicted at the onset of the crisis in March.

This year the PCCS' Student Services intervention team continued its success from previous years providing intervention for more than 35% of the school's total population. The intervention staff continued to build upon a structured MTSS plan along with developing strategies for responding to these changes in our student population with increased intervention identification and delivery for grades K-8. With the introduction of a full time reading interventionist, the team was able to provide dedicated ELA Tier 2 & 3 interventions in all grade bands for the first time. This program continues to grow and show success in all areas of support.

Social Emotional: Positive Behavior Intervention and Supports (PBIS)

PCCS continues to build upon the previous successes of the PBIS team. This year was no different with the awarding of our fourth consecutive Platinum Award with the Midwest PBIS Network. The Student Services team, who leads this team was also nominated and submitted for recognition as a Top Team in the "Those Who Excel" program.

Staffing and Professional Development

Prairie Crossing Charter School had 100% retention of certified teachers from the previous year. This continuity in staff allowed the staff to focus on building on past training and learning. Thus, the faculty continued with our unique four legged approach to Professional Development (PD). The first level of PD has all 1st and 2nd year teachers work closely with their mentors to build basic skills and assimilate into the PCCS culture and practice. This included weekly meetings, attending individualized PD together, and mentor observations. Career teachers developed personal and student growth goals.

From these goals, these teachers identified, with school leadership, specific individual PD goals to best meet their individual needs. These ranged from:

- Attending National Conferences, local instructional seminars, formal courses of instruction, to grade level and content area articulation with surrounding schools and organizations.
 - Nation Green Schools Conference
 - National Alliance of Charter Schools Conference
 - ASCD Courses in Using Data to guide Instruction & Differentiation, and Using Communication Protocols for PLCs.
 - IAR Readiness Training & Mentoring
 - Creating and Using SLOs to increase Student Outcomes
- Investing in an Instructional Coach to assist teachers with identifying instructional resources and management strategies tuned-in to specific classroom needs for individual students.
- At the tertiary level, curriculum experts from the ROE delivered detailed content specific strategies for instruction in Math and ELA for all classroom teachers.
- Creating Remote Learning plans

Along with Teacher Development, the Deans and Director of Student Services attended several Administrative Academies/Professional Development events. *National Green Schools*

Conference and Catalyst Network Training and The *Franczek-Radelet School Law Seminars*.
ASCD Courses and Academies: Data Literacy: Using Information to Improve Student Outcomes,
Classroom Management: Doing what Works.

Academic Best Practices: Prairie Crossing continued working on the goals of creating partnerships and developing best practices in Curriculum & Instruction in Education for Sustainability. Our partnership with College of Lake County (CLC) continues to provide opportunities for both CLC students and Prairie Crossing Staff to develop Teaching Strategies and work together for Professional Development. The PCCS administrative team continued its support of newly established Charter Schools in Elgin, Waukegan, and North Chicago with leadership and guidance through the initial and rechartering process. In our third year with the *Green Schools National Network Catalyst Schools*, Prairie Crossing is one of ten schools from across the nation, which partner to provide opportunities for other schools to share in our best practices in environmental education. Prairie Crossing will continue to build and share these practices and academia nationwide.

Section G: Evaluation of Student Performance

Section G: Evaluation of Students' Performance

Types of Assessment, Timelines, 2019-2020

During the 2019-2020 year, universal screenings were given to students two times during the year (fall and winter) to determine if individual students were making expected progress in the areas of reading, writing, and math. Due to the COVID-19 crisis, assessments were not completed in spring. The assessments given are listed below:

Grade Level/ Assessment	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
<i>Given twice this year: Fall & Winter</i>									
aimswebPLUS Assessments of Early Literacy/ Reading	X	X	X	X	X	X	X	X	X
aimswebPLUS Assessments of Early Numeracy/ Math	X	X	X	X	X	X	X	X	X
<i>Given 1-2 times this year (Fall or Fall & Winter)</i>									
NWEA/MAPS (Reading & Math)	--	--	X	X	X	X	X	X	X
Fountas & Pinnell (Reading)	X	X	X	X	X	X	X	--	--
BESS Teacher Report (Behavior)	X	X	X	X	X	--	--	--	--
BESS Self Report (Behavior)	--	--	--	--	--	X	X	X	X
<i>State Assessments</i>									
ACCESS (EL*)	X	X	X	X	X	X	X	X	X

*EL students take all other assessments as per their grade level requirements

Data Review/Tiers of Support

PCCS utilizes a Multi-Tiered System of Supports (MTSS) for students. Upon completion of the universal screenings each trimester, the assessment data is examined by the Data Team, which includes the Director of Student Services, Dean of Staff and Students, School Psychologist/Intervention Coordinator, Grade Level Resource Teacher and Grade Band Classroom Teachers. Data is examined to determine each student's attainment and/or progress toward grade level academic benchmarks and needs for intervention support. When students perform below set benchmarks (below the grade level benchmark [25th-30th percentile] on aimswebPLUS Curriculum-Based Measurements, below expectations on Fountas & Pinnell benchmark assessment, or below the 35th percentile on the NWEA in the content area of reading and/or math), the Data Teams discuss additional factors that may be impacting a student's performance. Data teams and teachers discuss student performance on classroom assessments, unit assessments, assignments, and day-to-day performance. A student is typically identified as needing intervention when performance on two or more indicators is below grade level expectations. Students are determined eligible for Tier 2 and Tier 3 interventions based on data collected from formal benchmark assessments and informal assessments/information from the classroom teacher. Students determined eligible receive instruction in the core curriculum along with additional

instruction either in the classroom by the classroom teacher and/or instructional assistant and/or by an interventionist outside of the regular classroom. Students receiving assistance are instructed in small groups within the classroom, or individually/in a small group outside of the classroom. Parents of students identified as needing intervention(s) are contacted by the Intervention Coordinator via formal letter describing the need and types of support the student will receive. At Tiers 2 and 3, students have goals set and progress is monitored on an ongoing basis, typically every other week. A schedule is set which reflects when students will be pulled for intervention outside of the classroom and for how often.

Each student's progress data is discussed at least monthly during intervention team meetings and via communication with the teacher. If a student is not making progress, intervention is adjusted; this may include changing the frequency or duration of intervention, group configuration, and materials being used. If needed, the student may be referred to the Student Support Team (SST) to begin the problem solving process. Reports of student progress are sent home each trimester in line with report cards.

In addition to collecting and reviewing academic data for intervention, PCCS collects and reviews behavioral data for intervention. Upon completion of behavioral screening twice per year (fall and late winter) using a research-based screening tool, data is reviewed by the School Social Worker/Student Services Coordinator School Psychologist/Intervention Coordinator, and the Administrative Team. Additional sources of data considered include office discipline referrals, Student Support Team (SST) referrals, and teacher observations. Difficulties identified in the student's educational functioning due to behavioral, organizational, and/or emotional factors are examined to determine if the student is at or below grade level behavioral standards, and what tier of behavioral/social-emotional support is appropriate:

- **Tier 1:** General behavior expectations per the PBIS Matrix, core social-emotional curriculum with weekly to bimonthly visits from School Social Worker and/or School Psychologist, restorative practices related to classroom supports and discipline
- **Tier 2:** *Tier 1 plus* Check In/Check Out (CICO), Social Academic Instructional Groups (SAIGs), SST referral and problem-solving process, and individual social work
- **Tier 3:** *Tiers 1 and 2 plus* Modified CICO (individual goals and/or structure), FBA/BIP, and Referral for special education evaluation

Assessment Data 2019-2020

Due to the COVID-19 crisis, assessment data is incomplete. Fall and winter data, where available and are included below. Spring data was unable to be obtained. Progress monitoring data was incomplete and therefore not an accurate representation of student progress over the course of the school year.

Assessment Results by Grade Level & Benchmark Period 2019-2020: aimswebPLUS Early Literacy/Reading

Kindergarten Letter Naming Fluency- Winter*:

Comparison: National	Winter
90-99th %ile	5 (10.4%)
75-89th %ile	9 (18.8%)
26-74th %ile	21 (43.8%)
11-25th %ile	11 (22.9%)
1-10th %ile	2 (4.2%)
Total Students	48
Mean	48.5
Standard Deviation	16.44

**Fall Kindergarten data was unable to be calculated because fall data was collected the previous spring, and by fall our school transitioned from AIMSweb to aimsweb PLUS.*

Grade 1 Nonsense Word Fluency- Fall & Winter:

Comparison: National	Fall	Winter
90-99th %ile	7 (14.3%)	7 (14.6%)
75-89th %ile	6 (12.2%)	9 (18.8%)
26-74th %ile	23 (46.9%)	13 (27.1%)
11-25th %ile	9 (18.4%)	13 (27.1%)
1-10th %ile	4 (8.2%)	6 (12.5%)
Total Students	49	48
Mean	42.6	66.1
Standard Deviation	40.69	45.67

Grades 2-4 Reading Benchmark- Fall:

Comparison: National	Grade 2	Grade 3	Grade 4
90-99th %ile	10 (20.8%)	9 (18.8%)	20 (41.7%)
75-89th %ile	6 (12.5%)	8 (16.7%)	9 (18.8%)
26-74th %ile	25 (52.1%)	23 (47.9%)	15 (31.3%)
11-25th %ile	4 (8.3%)	1 (2.1%)	2 (4.2%)
1-10th %ile	3 (6.3%)	7 (14.6%)	2 (4.2%)
Total Students	48	48	48
Mean	365.4	403.2	490.6
Standard Deviation	61.89	65.97	72.25

Grades 2-4 Reading Benchmark- Winter:

Comparison: National	Grade 2	Grade 3	Grade 4
90-99th %ile	11 (22.9%)	7 (14.6%)	23 (47.9%)
75-89th %ile	11 (22.9%)	13 (27.1%)	9 (18.8%)
26-74th %ile	21 (43.8%)	18 (37.5%)	13 (27.1%)
11-25th %ile	4 (8.3%)	4 (8.3%)	0 (0.0%)
1-10th %ile	1 (2.1%)	6 (12.5%)	3 (6.3%)
Total Students	48	48	48
Mean	400.6	425.5	505.7
Standard Deviation	52.49	63.14	72.14

Grades 5-8 Reading Benchmark- Fall:

Comparison: National	Grade 5	Grade 6	Grade 7	Grade 8
90-99th %ile	19 (39.6%)	13 (27.1%)	24 (50.0%)	12 (26.7%)
75-89th %ile	11 (22.9%)	11 (22.9%)	8 (16.7%)	16 (35.6%)
26-74th %ile	14 (29.2%)	24 (50.0%)	14 (29.2%)	15 (33.3%)
11-25th %ile	1 (2.1%)	0 (0.0%)	1 (2.1%)	2 (4.4%)
1-10th %ile	3 (6.3%)	0 (0.0%)	1 (2.1%)	0 (0.0%)
Total Students	48	48	48	45
Mean	507.1	532.5	564.8	573.7
Standard Deviation	64.54	45.52	66.35	54.94

Grades 5-8 Reading Benchmark- Winter:

Comparison: National	Grade 5	Grade 6	Grade 7	Grade 8
90-99th %ile	20 (43.5%)	17 (35.4%)	21 (45.7%)	14 (30.4%)
75-89th %ile	8 (17.4%)	9 (18.8%)	3 (6.5%)	12 (26.1%)
26-74th %ile	15 (32.6%)	19 (39.6%)	16 (34.8%)	17 (37.0%)
11-25th %ile	2 (4.3%)	2 (4.2%)	1 (2.2%)	3 (6.5%)
1-10th %ile	1 (2.2%)	1 (2.1%)	5 (10.9%)	0 (0.0%)
Total Students	46	48	46	46
Mean	523.1	540.1	556.9	570.8
Standard Deviation	57.50	56.69	67.12	47.92

Assessment Results by Grade Level & Benchmark Period 2019-2020: aimswebPLUS Early Numeracy/Math

Kindergarten Number Naming Fluency- Winter:*

Comparison: National	Winter
90-99th %ile	7 (14.6%)
75-89th %ile	5 (10.4%)
26-74th %ile	31 (64.6%)
11-25th %ile	2 (4.2%)
1-10th %ile	3 (6.3%)
Total Students	48
Mean	45.3
Standard Deviation	12.21

*Fall Kindergarten data was unable to be calculated because fall data was collected the previous spring, and by fall our school transitioned from AIMSweb to aimsweb PLUS.

Grade 1 Math Facts Fluency 1 Digit- Fall & Winter:

Comparison: National	Fall	Winter
90-99th %ile	1 (2.1%)	6 (12.5%)
75-89th %ile	5 (10.4%)	8 (16.7%)
26-74th %ile	28 (58.3%)	26 (54.2%)
11-25th %ile	9 (18.8%)	6 (12.5%)
1-10th %ile	5 (10.4%)	2 (4.2%)
Total Students	48	48
Mean	10.3	16.7
Standard Deviation	5.27	5.63

Grades 2-4 Math Benchmark- Fall:

Comparison: National	Grade 2	Grade 3	Grade 4
90-99th %ile	8 (16.7%)	11 (22.4%)	22 (45.8%)
75-89th %ile	10 (20.8%)	9 (18.4%)	11 (22.9%)
26-74th %ile	25 (52.1%)	22 (44.9%)	14 (29.2%)
11-25th %ile	4 (8.3%)	4 (8.2%)	1 (2.1%)
1-10th %ile	1 (2.1%)	3 (6.1%)	0 (0.0%)
Total Students	48	49	48
Mean	175.9	203.8	244.1
Standard Deviation	31.39	39.81	40.66

Grades 2-4 Math Benchmark- Winter:

Comparison: National	Grade 2	Grade 3	Grade 4
90-99th %ile	16 (32.7%)	18 (39.1%)	30 (62.5%)
75-89th %ile	15 (30.6%)	8 (17.4%)	7 (14.6%)
26-74th %ile	16 (32.7%)	14 (30.4%)	9 (18.8%)
11-25th %ile	0 (0.0%)	3 (6.5%)	1 (2.1%)
1-10th %ile	2 (4.1%)	3 (6.5%)	1 (2.1%)
Total Students	49	46	48
Mean	208.8	228.6	255.7
Standard Deviation	36.23	37.72	40.41

Grades 5-8 Math Benchmark- Fall:

Comparison: National	Grade 5	Grade 6	Grade 7	Grade 8
90-99th %ile	24 (50.0%)	12 (25.0%)	16 (34.0%)	11 (23.9%)
75-89th %ile	6 (12.5%)	12 (25.0%)	10 (21.3%)	14 (30.4%)
26-74th %ile	16 (33.3%)	17 (35.4%)	16 (34.0%)	16 (34.8%)
11-25th %ile	1 (2.1%)	4 (8.3%)	2 (4.3%)	4 (8.7%)
1-10th %ile	1 (2.1%)	3 (6.3%)	3 (6.4%)	1 (2.2%)
Total Students	48	48	47	46
Mean	253.6	232.3	250.6	251.1
Standard Deviation	40.16	33.26	40.93	38.17

Grades 5-8 Math Benchmark- Winter:

Comparison: National	Grade 5	Grade 6	Grade 7	Grade 8
90-99th %ile	21 (43.8%)	15 (31.3%)	15 (31.9%)	11 (22.9%)
75-89th %ile	10 (20.8%)	6 (12.5%)	12 (25.5%)	14 (29.2%)
26-74th %ile	13 (27.1%)	21 (43.8%)	15 (31.9%)	17 (35.4%)
11-25th %ile	3 (6.3%)	5 (10.4%)	5 (10.6%)	5 (10.4%)
1-10th %ile	1 (2.1%)	1 (2.1%)	0 (0.0%)	1 (2.1%)
Total Students	48	48	47	48
Mean	260.8	249.8	252.2	253.1
Standard Deviation	39.03	38.06	39.52	39.96

Section H: Results of Corrective Action

Section H - Results of corrective action

During the first reporting period, a total of 31 students were initially identified. Based on benchmarking conducted at the start of the school year, with identifying criteria placing students below the 25th-35th percentile, 30 students in grades 1-4 were identified for Title I services in reading at PCCS, and 8 students in grades 1-2 were identified for Title I services in math. Students receive either small group intervention support 3-4 times per week or one-on-one intervention 2-3 times per week with a tutor utilizing scientifically research-based interventions. The PCCS Approved ESSA plan describes the identification process in detail. By the end of this periodic reporting period, 1-2 progress monitoring data points had been collected for students, which was not enough data to make a determination about progress within the first quarter.

During the second reporting period, 28 students in grades 1-4 participated in Title I services in reading at PCCS between October and December, and 7 participated in Title I services in math. Students received individual or small group intervention support 3-4 times per week with a tutor utilizing scientifically research-based interventions. Of the 28 students within the Title I Reading Program, 25% scored at or above the 25th percentile on winter CBM benchmarks. For 79%, they were considered near target or their Rate of Improvement towards their aimswebPLUS goal was at or above that necessary to reach their goal. Of the 7 students within the Title I Math Program, 29% scored at or above the 25th percentile on winter CBM benchmarks. For 50%, they were considered near target or their Rate of Improvement towards their aimswebPLUS goal was at or above that necessary to reach their goal.

During the third reporting period, 32 students in grades K-4 participated in Title I services in reading at PCCS between January and March, and 9 participated in Title I services in math. Of the 32 students within the Title I Reading Program, 4 started following winter benchmarking, 1 exited due to progress made and 3 qualified for special education services. Of the 9 students within the Title I Math Program, 2 started following winter benchmarking, and 2 qualified for special education services. Of the 32 students within the Title I Reading Program, 28% scored at or above the 25th percentile on winter CBM benchmarks. For 66%, they were considered near target or their Rate of Improvement towards their aimswebPLUS goal was at or above that necessary to reach their goal. Of the 9 students within the Title I Math Program, 67% scored at or above the 25th percentile on winter CBM benchmarks (it should be noted that, for second grade students, the grade-level benchmarking measure was consistently ineffective at showing student progress, so students were given survey-level assessments and monitored on first grade measures. The initial score on that measure was used for the above calculation). For 67%, they were considered near target or their Rate of Improvement towards their aimswebPLUS goal was at or above that necessary to reach their goal.

Due to COVID-19, formalized progress monitoring data was not able to be gathered during this time. Communication with Title I families was maintained via email throughout the remainder of the school year. A survey was developed which asked parents to identify various ways they could receive support for their children, including weekly Zoom calls with an interventionist, access to online interventions at no cost to them, and ideas for activities they could do with their child. Of the 24 families who completed the survey, 71% signed up for weekly Zoom calls with an interventionist, and 29% signed up to utilize Read Naturally remotely with the parent as an Assistant to help monitor student progress. An Intervention Website was created and shared several times with families, which included a variety of resources including original videos from our interventionists, tip sheets, and links to online resources. With thoughtful input from families and interventionists, summer activity bags were created and delivered to families to help keep students engaged in learning over the summer months.