

Big Ideas: Interactions	Essential Vocabulary
<b>ELA</b> – Writing Standards: Personal Narrative	<b>ELA:</b> compose, experience, draw, dictate, write, opinion, compare, create, identify, recall, narrative, details <b>Math:</b> whole, half, fraction, equal, part, set, numerator, denominator <b>Science:</b> solar system, planets, orbit, moon, sun, stars, space, earth <b>Social Studies:</b> community, supply, demand, landmark
<b>Math</b> – Numbers and operations: Fractions	
<b>Science</b> – Earth Structures and Processes: Solar System	
<b>Social Studies</b> – Economics and Financial Literacy: Natural Resources	
<b>Learning Targets</b> <b>What do students need to be able to know / do?</b>	
Students will demonstrate the understanding of interactions across the curriculum.	

<b>ELA</b> <b>Common Core</b>	<b>Math</b> <b>Common Core</b>	<b>Science</b> <b>Essential Standards</b>	<b>Social Studies</b> <b>Essential Standards</b>
<u>Write about self-selected topics:</u> <b>3.3.</b> Select an event or personal experience and use drawing, dictating, or writing* to compose a narrative with at least two events in sequence (e.g., Went to the store. Ate Cookies.).	<u>Understand fractions:</u> <b>3.1.</b> Identify whole and half using concrete models (use continuous and discrete items). <b>3.2.</b> Use symbolic representation for each equal part.	<u>Understand how characteristics of the earth change:</u> <b>EX.3.E.1</b> Understand how changes in the seasons effect the Earth ( <i>This is a good time to teach the Solar System</i> )	<u>Understand basic economic concepts:</u> <b>EX.3.E.1.1</b> Identify community landmarks to secure goods and services. <b>EX.3.E.1.2</b> Communicate how supply and demand affects the choices an individual can make

**Write for multiple purposes:**

- 4.1.** Write an opinion of a familiar topic or text, supporting a point of view with reasons and information.
- Select a topic or book to write about and state an opinion.
  - List reasons that support the opinion.
  - List facts or details to support opinion.
- 4.3.** Select an event or personal experience and use drawing, dictating, or writing\* to compose a narrative with 3 or more events in sequence (e.g., I woke up. I went to school. I had fun.).

**Write:**

- 4.10.** Write routinely for a range of discipline-specific tasks, purposes, and audiences.

**Write for multiple purposes:**

- 5.1.** Write\* opinion pieces on topics or texts, supporting a point of view with reasons and information.
- State a topic or book to write about and state an opinion about it.
  - Provide reasons that support the opinion using 2-3 word combinations.
  - Provide facts or details to

**Extend understanding of fractions:**

- 4.1.** Identify whole, half, and fourth using concrete models (use continuous and discrete items).
- 4.2.** Use symbolic representation for each fractional part.
- 4.3.** Use a number line to identify the half between each number.

**Adding fractions:**

- 5.1.** Identify whole, half, fourth and third using concrete models (use continuous and discrete items).
- 5.2.** Use symbolic representation for each fractional part.
- 5.3.** Understand a set must be divided into equal parts of the whole and when reassembled recreates the whole using a model.
- 5.4.** Add fractions with like denominators to make a whole (halves, thirds, fourths).

**Understand the physical properties of solid materials:**

- EX.4.P.2.2** Compare physical properties of solid materials (weight, texture, hardness, flexibility, and strength)

**Understand how chemical changes affect matter:**

- EX.5.P.2.2** Compare physical and chemical changes of matter

**Understand North Carolina Economy:**

- EX.4.E.1.2** Communicate the roles and impact producers and consumers have on the North Carolina economy.

**People who live/work together affect one another:**

- EX.5.E.1.1** Understand that more than one person can contribute to a good or service.

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<p>support opinion using 2-3 word combinations.</p> <p><b>5.3.</b> Write* a narrative about a real or imagined event or experience.</p> <p><b>a.</b> Describe the event or experience using 2-3 word combinations.</p> <p><b>b.</b> Describe 3 or more events in sequence.</p> <p><b>c.</b> Provide a sense of closure.</p> <p><b><u>Acquire knowledge:</u></b></p> <p><b>5.8.</b> Identify or recall information relevant to a personal experience or a topic and then sort the information into categories.</p> <p><b>5.10.</b> Write* routinely over extended time frames (e.g., return to piece on more than one day) for a range of discipline-specific tasks, purposes, and audiences.</p>			
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**UDL Suggestions**

See Google Docs: UDL Suggestions 2013-2014

**Resources & Materials**

See Google Docs: Curriculum Resources

**ITES (Information Technology Essential Standard)****Informational Text:**

**3.IN.1, 4.IN.1, 5.IN.1** Apply strategies that are appropriate when reading for enjoyment and for information.

**Technology as a tool:**

**3.TT.1, 4.TT.1, 5.TT.1** Use technology tools and skills to reinforce classroom concepts and activities

**Safety and Ethical Issues:**

**3.SE.1, 4.SE.1, 5.SE.1** Understand issues related to the safe, ethical, and responsible use of information and technology resources

**Sources of information:**

**3.SI.1** Categorize sources of information for specific purposes.

**4.SI.1, 5.SI.1** Apply criteria to determine appropriate information resources for specific topics and purposes.