

Big Ideas: Change	Essential Vocabulary
ELA – Reading Standards for Informational Text: Compare/Contrast Math – Numbers and Operations in Base Ten: Addition and Subtraction Science – Matter, Property and Change: Water Cycle Social Studies – Civics and Government: Democracy	ELA: compare, contrast, cause/effect, problem/solution, point of view Math: tens, ones, less than, equal, more, set Science: condensation, evaporation, collection, precipitation, water, rain Social Studies: leader, community, vote, president, citizen, USA, choice
Learning Targets What do students need to be able to know / do?	Assessment and Data
Students will demonstrate the understanding of change across the curriculum.	

ELA Common Core	Math Common Core	Science Essential Standards	Social Studies Essential Standards
<u>Use features of text to increase understanding:</u> 3.6. Identify key points in a text that reflect own point of view (e.g., in a text about the World Cup, soccer is described as the most popular sport in Europe and student identifies it as his/her own favorite sport)	<u>Understanding Place Value:</u> 3.1. Use a number line (0-30) to determine the number 1 more and 1 less and 2 more and 2 less. 3.2. Illustrate ten and some more with numbers 11-30 using objects (bundles of ten). 3.7. Use language and symbols (subtract, add, equal)	<u>Understanding the property of matter:</u> EX.3.P.2.4 Compare the effect of temperature change on matter (e.g. melting ice or ice cream, boiling water, or freezing water).	<u>Contribute to the group:</u> EX.3.C&G.2.3 Exemplify how students can contribute to the well-being of the classroom. EX.3.C&G.2.4 In a group, communicate to clarify own thinking on a topic..

Connect Ideas:

3.9. Identify similar details in two texts of the same topic.

Use text structure to increase understanding:

4.5. Determine whether a text is about a topic or an event.
4.6. Identify similarities between own experience and a written account of the same experience or event.

Acquire additional knowledge:

4.9. Compare and contrast two texts on the same topic.
5.9. Compare and contrast several texts on the same topic.

Use details to support understanding:

5.3. Compare two or more individuals, events, or concepts in a historical, scientific, or technical text (e.g., hurricanes and tornados are both: severe storms, dangerous, related to weather).

Use text structure to support understanding:

5.5. Determine the chronology, comparison, cause/effect, or problem/solution presented in a text.

5.6. Compare and contrast two

to describe addition and subtraction problems.
3.8. Use addition and subtraction symbols in solving problems up to 30.

Place value understanding whole numbers:

4.1. Illustrate whole numbers to 50 by composing and decomposing numbers.

Use four operations with whole numbers:

5.3. Solve addition and subtraction problems when initial is unknown (i.e. $+ 2 = 10$; $-2 = 8$).
5.4. Use concrete objects to illustrate the commutative property.
5.5. Solve single and multi-digit addition and subtraction equations (no regrouping).

Understand how chemical changes affect matter:

EX.5.P.2.2 Compare physical and chemical changes of matter.
EX.5.P.2.3 Classify changes in matter as physical (reversible) or chemical (irreversible).

Understand rights and responsibilities:

EX.4.C&G.2.1 Identify basic rights of an individual.
EX.4.C&G.2.2 Apply knowledge of basic responsibilities of individuals in a group (e.g., clean up after self, participating in conversations, respecting others space).

EX.4.C&G.2.4 Actively engage in communicative exchanges by making comments that contribute to the discussion and link to the remarks of others.

EX.5.C&G.2.1 Analyze the rights and responsibilities of individuals in a group.

EX.5.C&G.2.2 Explain why rights and responsibilities within the school environment support the concept of the "common good".
EX.5.C&G.2.3 Identify the feelings of others in a group about a topic.

EX.5.C&G.2.4 Actively engage in communicative exchanges by making comments and asking questions that contribute to the discussion and link to the remarks of others.

written accounts of the same experience or event.

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.