

		<i>CCD Foundational Skills</i>
Common Core Reading, Science, and Social Studies		2015
Lesson Schedule & Plans <i>Common Core Basics</i> <i>Common Core Exercise</i>		

JANUARY		*Writing Emphasis - Apostrophes	
	Day One	Day Two	
Week of 01.05 - 01.09	WINTER BREAK		
Week of 01.12 - 01.16	WINTER BREAK		
Week of 01.19 - 01.23 (new students)	WELCOME BACK BOOK EXCHANGE MLK	1.1: MEMOS AND FORMS	
Week of 01.26 - 01.30	1.1: MEMOS AND FORMS *SV Pre-GED pages 161, 162 (Plurals and Possessives)	1.2: HOW-TO AND INSTRUCTIONS	
FEBRUARY		*Writing Emphasis - Apostrophes Science Essential Question: "How is Scientific Reading different from other types of Reading?"	
	Day One	Day Two	
Week of 02.02 - 02.06	1.2: HOW-TO AND INSTRUCTIONS *SV GED pages 208 - 211 (Plurals, Possessives, and Contractions)	1.3: WEBSITES *CCA Exercise pages 1, 2 (Lesson 1.1: Determine the Main Idea)	
Week of 02.09 - 02.13	1.4: WORKPLACE DOCUMENTS *SV GED pages 216, 217 (Mini-Test - Plurals, Possessives, and Contractions)	1.5: GRAPHIC DOCUMENTS *CCA Exercise pages 0, 1 (Lesson 1.1: Determine the Main Idea)	
Week of 02.16 - 02.20	1.6: REFERENCE TEXTS *SV GED Exercise pages 53 (Contractions and Possessives) HW: Chapter 1: Review and Check Your Understanding	1.7: COMPARING TEXTS IN DIFFERENT MEDIA *SV GED Exercise pages 54 (Plurals and Possessives) HW: Chapter 1: Essay Writing Practice	
Week of 02.23 - 02.27	SCIENCE: CHAPTER 3 - ECOSYSTEMS Essential Question "What should we be most concerned with in our Environments?" *CCA Exercise pages 8, 9 (Lesson 1.2: Identify Supporting Details)		

MARCH	<i>*Writing Emphasis - Subject + Verb Agreement</i> <i>Science Essential Question: "How is Scientific Reading different from other types of Reading?"</i>
Week of 03.02 - 03.06 (new students)	<u>2.1: TEXTBOOKS AND OTHER EDUCATIONAL MATERIALS</u> <i>*SV Pre-GED, pages 183, 184 (Subject + Verb Agreement)</i> <i>*CCA Exercise, pages 12, 13 (1.3: identify Direct and Implied Main Idea)</i>
Week of 03.09 - 03.13	<u>2.2: MAGAZINE AND NEWSPAPER ARTICLES</u> <i>*SV GED, pages 136, 137 (Subject + Verb Agreement)</i> <i>*CCA Exercise, pages 14, 15, 16 (1.3: identify Direct and Implied Main Idea)</i>
Week of 03.16 - 03.20	<u>2.3: TECHNICAL TEXTS</u> <i>*SV Exercise, pages 34 (Subject + Verb Agreement)</i> <i>*CCA Exercise, pages 18, 19 (1.3: Summarize Details)</i>
Week of 03.23 - 03.27 (Spring Break)	HW: CHAPTER 2: REVIEW AND CHECK YOUR UNDERSTANDING CHAPTER 2: ESSAY WRITING PRACTICE
Week of 03.30 - 04.03 (new students)	SCIENCE: <u>CHAPTER 4 - FOUNDATIONS OF LIFE - CELLS</u> <i>*CCA Exercise, page 20, 21 (1.4: Summarize Details)</i>
APRIL	<i>*Writing Emphasis - Modifiers</i> <i>Science Essential Question: "How is Scientific Reading different from other types of Reading?"</i>
Week of 04.06 - 04.10	<u>SCIENCE: CONTINUED</u> <u>3.1: ADS</u> <i>*SV Pre-GED, pages 197, 198 (Misplaced and Dangling Modifiers)</i> <i>*CCA Exercise, pages 22, 23 (1.4 Summarize Details)</i>
Week of 04.13 - 04.17	<u>3.2: EDITORIALS</u> <i>*SV GED, pages 72, 73 (Misplaced and Dangling Modifiers)</i> <i>*CCA Exercise, pages 24, 25 (1.5: Identify a Theme)</i>
Week of 04.20 - 04.24 (COABE Conference)	HW: CHAPTER 3: REVIEW AND CHECK YOUR UNDERSTANDING HW: CHAPTER 3: ESSAY WRITING PRACTICE
Week of 04.27 - 05.01 (new students)	SCIENCE: <u>CHAPTER 5 - HEREDITY - GENETICS</u> <i>*SV Exercise, pages 13, 14 (Misplaced Modifiers, Dangling Modifiers)</i>

M A Y	<i>*Writing Emphasis - Clauses + Phrases</i> <i>Science Essential Question: "How is Scientific Reading different from other types of Reading?"</i>
Week of 05.04 - 05.08	<u>3.3: BLOGS</u> <i>*SV Pre-GED, pages 189, 190 (Run-On Sentences)</i> <i>*CCA Exercise, pages 25, 26 (Lesson 1.5: Identify a Theme)</i>
Week of 05.11 - 05.15	<u>3.4: REVIEWS AND COMMENTARIES</u> <i>*SV GED, pages 38, 39 (Sentences and Sentence Fragments)</i> <i>*CCA Exercise, pages 28, 29 (Lesson 2.1: Sequence of Events)</i> CHAPTER 4: REVIEW AND CHECK YOUR UNDERSTANDING CHAPTER 4: ESSAY WRITING PRACTICE
Week of 05.18 - 05.22	SCIENCE: <u>CHAPTER 6 - EVOLUTION - EVOLUTION</u> <i>*SV Exercise, pages 4, 5 (Sentence Fragments and Run-On Sentences)</i>
Week of 05.25 - 05.29	WEEK OF MEMORIAL DAY - END OF SPRING CONTRACT
J U N E	<i>*Writing Emphasis - Sentence Combining</i>
Week of 06.01 - 06.05 (new students)	SCIENCE: <u>CHAPTER 6 - EVOLUTION - EVOLUTION</u> <i>*CCA Reading Exercise, pages 28, 29 (2.1: Sequence of Events)</i> <i>*CCA Science Exercise, pages 47, 48 (4.1: Basic Principles of Genetics)</i>
Week of 06.08 - 06.12	<u>SCIENCE: CHAPTER 6 (EVOLUTION) - COMMON ANCESTRY AND CLADOGRAMS & SPECIATION</u> <i>*SV GED, pages 198, 199 (Introductory Elements and Appositives)</i> <i>*CCA Exercise, pages 53, 55 (4.3: Common Ancestry)</i>
Week of 06.15 - 06.19	<u>5.1: BASIC ECONOMIC CONCEPTS</u> <i>*SV GED, pages 54, 55 (Subordinating Ideas: Complex Sentences)</i> <i>*CCA Social Studies Exercise, pages 61, 62 (5.1: Markets, Competition, and Monopolies)</i>
Week of 06.22 - 06.26	<u>5.1: BASIC ECONOMIC CONCEPTS</u> <i>*SV GED Exercise, pages 10 (Subordination)</i> <i>*CCA Social Studies Exercise, pages 63, 64 (5.1: Markets, Competition, and Monopolies)</i>
Week of 06.29 - 07.03	WEEK OF INDEPENDENCE DAY

JULY	<i>*Writing Emphasis - The Writing Process Organization</i>
<i>Week of 07.06 - 07.10 (new students)</i>	SCIENCE: <u>CHAPTER 9 - CHEMICAL PROPERTIES - MATTER</u> <i>*SV Pre-GED, pages 14 - 25 (The Writing Process)</i>
<i>Week of 07.13 - 07.17</i>	
<i>Week of 07.20 - 07.24</i>	SCIENCE: <u>CHAPTER 9 - CHEMICAL PROPERTIES - THE ATOM</u> <i>*SV GED, pages 94, 95 (Effective Paragraphs: Paragraph Structure)</i>
<i>Week of 07.27 - 07.31</i>	
AUGUST	<i>*Writing Emphasis - The Writing Process Organization</i>
<i>Week of 08.03 - 08.07 (new students)</i>	<u>5.2: THE ROLE OF THE MARKET</u> <i>*SV GED, pages 96, 97 (Effective Paragraphs: Unity and Coherence)</i> <i>*CCA Social Studies Exercise, pages 65, 66 (Factors of Production)</i>
<i>Week of 08.10 - 08.14</i>	
<i>Week of 08.17 - 08.21</i>	<u>5.3: THE ROLE OF THE GOVERNMENT</u> <i>*SV GED Exercise, pages 22, 23 (Organization: Unity and Coherence)</i> <i>*CCA Social Studies Exercise, pages 61, 62 (Markets, Competition, and Monopolies)</i>
<i>Week of 08.24 - 08.28 (End of Summer Contract)</i>	
<i>Week of 08.31 - 09.04 (new students)</i>	LABOR BREAK (NO CLASS SEPTEMBER 3RD, 7TH, OR 8TH)

SEPTEMBER	*Writing Emphasis - Types of Sentences
Week of 09.07 - 09.11 (Mi Casa Orientation)	
Week of 09.14 - 09.18	<u>5.4: MONEY AND FINANCIAL INSTITUTIONS</u> *SV GED, pages () *CCA Social Studies Exercise, pages 90, 92 (Major Economic Events)
Week of 09.21 - 09.25	<u>5.5: MONOPOLY AND PROFIT</u> *SV GED Exercise, pages () *CCA Social Studies Exercise, pages ()
Week of 09.28 - 10.02	SCIENCE: <u>CHAPTER 10 - EARTH AND LIVING THINGS - CYCLES OF MATTER</u> *CCA Science Exercise, pages 23, 24, 25 (Energy Flow and Cycles of Matter)
OCTOBER	*Writing Emphasis - Avoiding Fragments / Run-ons
Week of 10.05 - 10.09 (new students)	SCIENCE: <u>CHAPTER 10 - EARTH AND LIVING THINGS - CYCLES OF MATTER</u> *CCA Science Exercise, pages 23, 24, 25 (Energy Flow and Cycles of Matter)
Week of 10.12 - 10.16 (observation)	<u>5.6: PROFIT</u> *SV GED Exercise, pages 5, 6 (Run-On Sentences & Comma Splices)
Week of 10.19 - 10.23 (CAEPA Conference)	<u>5.7: PRODUCTIVITY AND INTERDEPENDENCE</u> *CCA Social Studies Exercise, pages 77, 78, 79, 80 (Microeconomics)
Week of 10.26 - 10.30	SCIENCE: <u>CHAPTER 11 - EARTH - GEOLOGY</u> <u>NOAA LESSON 13: PLATE TECTONICS I</u> *CCA Science Exercise, pages 101, 102, 103 (Earth's Structure, Composition, and Landforms)

NOVEMBER	<i>*Writing Emphasis - Comma Rules</i>
<i>Week of 11.02 - 11.06 (new students)</i>	SCIENCE: CONTINUED
<i>Week of 11.09 - 11.13</i>	<u>5.8: FISCAL AND MONETARY POLICY</u> <i>*SV GED Exercise, pages ()</i> <i>*CCA Social Studies Exercise, pages ()</i>
<i>Week of 11.16 - 11.20</i>	<u>5.9: CREDIT, SAVINGS, AND BANKING</u> <i>Chapter 5 Review and Check Your Understanding</i> <i>Chapter 5 Essay Writing Practice</i>
<i>Week of 11.23 - 11.27</i>	THANKSGIVING BREAK (NO CLASS)
<i>Week of 11.30 - 12.04</i>	SCIENCE: <u>CHAPTER 12 (THE COSMOS)</u> <i>*CCA Science Exercise, pages ()</i>
DECEMBER	<i>*Writing Emphasis - Comma Rules continued...</i>
<i>Week of 12.07 - 12.11 (Awards Ceremony 12.10)</i>	SCIENCE: <u>CHAPTER 12 (THE COSMOS)</u> <i>*CCA Science Exercise, pages ()</i>
<i>Week of 12.14 - 12.18</i>	END OF FALL CONTRACT
<i>Week of 12.21 - 12.25</i>	WINTER BREAK
<i>Week of 12.28 - 01.01</i>	WINTER BREAK

ADDITIONAL LESSONS

[4.1: NONFICTION PROSE](#)

[4.2: BIOGRAPHY](#)

[4.3: AUTOBIOGRAPHY](#)

[5.1: PLOT AND SETTING](#)

[5.2: CHARACTER](#)

[5.3: POINT OF VIEW](#)

[5.4: LITERAL AND FIGURATIVE LANGUAGE](#)

[5.5: THEME](#)

[5.6: TEXT STRUCTURE](#)

CHAPTER 5: REVIEW AND CHECK YOUR UNDERSTANDING

CHAPTER 5: ESSAY WRITING PRACTICE

[6.1: MAJOR ECONOMIC EVENTS](#)

[6.2: INDUSTRIALIZATION AND IMPERIALISM](#)

[6.3: SCIENTIFIC AND INDUSTRIAL REVOLUTIONS](#)

FUNCTIONAL TEXTS**MLK****MATERIALS**

- o CCB Mathematics pages

CCR STANDARDS

- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

OBJECTIVES

- o Identify the form and characteristics of a biography

KEY CONCEPT

- o A biography is the true story of a person's life, written by another person.

VOCABULARY (SYNONYMS)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Authorized o Chronological o Emphasize o Unauthorized
<i>Tier 3</i>	<ul style="list-style-type: none"> o Biography
<i>Test Words</i>	<ul style="list-style-type: none"> o Examine

INTERACTIVE STRATEGY

- o

WRITING PRACTICE

- o Gather Information from Different Media
- o Restate Language
- o Compare Biographies

BEFORE LESSON

Ask students if they have read a biography, which is the true story of someone's life. If so, ask: Who was it about? What information did it contain? Show students a brief biography of a world leader, such as Mahatma Gandhi. Point out that the biography contains facts about the person's life. Then discuss the organization of the biography (for example, chronological order, list of accomplishments).

GUIDED PRACTICE**Biography****CORE SKILL****Summarize Supporting Details**

Point out to students that because nonfiction prose is based on real events and people, factual details are part of the content. Tell students to look for phrases such as "I think," "I feel," "in my opinion," and "should be." These phrases signal that an opinion is being stated, not a fact. When students summarize supporting details, they should focus only on the facts. Show students a paragraph from the biography they read in the Determine Student Readiness activity. Work with them to identify facts and opinions in the text.

Gather Information from Different Media

Show an example of each type of reference source and discuss its contents. Then draw a five-column chart on the board and label the columns Newspapers, Magazines, Encyclopedias, Almanacs, and Atlases. Have students copy the chart in their notebooks. After they have chosen a topic, have them fill in their charts with the information they could find in each reference source. Have students discuss their completed charts in small groups and adjust their charts as needed.

EXTENSION**Restate Language**

To help students identify opinions, create a list of opinion words and phrases on the board (think, feel, believe, perceive, seem, view, personal, understand, claim, admit, imagine, suppose). Read through some biographies to identify opinions, and list them on the board.

Compare Biographies

Have students work in small groups to compare two of the biographies to determine the organization and the details that are emphasized. Have them present their research to the class.

LESSON REVIEW

Read Biographies

Tell students an anecdote about someone you know, or about a famous person. Then provide them with a list of accomplishments for the same or a different person. Discuss how these methods introduce the subject. Have partners work in pairs to research examples of anecdotes and lists of accomplishments.

*FUNCTIONAL TEXTS***MATERIALS**

- o CCB Mathematics pages 14 - 21

CCR STANDARDS

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

OBJECTIVES

- o Identify the purpose and structure of consumer and business documents
- o Understand and use forms

KEY CONCEPT

- o Memos and forms are common documents employers use to share information with their employees

VOCABULARY (SYNONYMS)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Category o Encounter o Optional
<i>Tier 3</i>	<ul style="list-style-type: none"> o Functional o Violation
<i>Test Words</i>	<ul style="list-style-type: none"> o Interpret

INTERACTIVE STRATEGY

- o

WRITING PRACTICE

- o Utilize Forms
- o Practice Accuracy
- o Assess Memos

1.1: MEMOS AND FORMS**BEFORE LESSON****GUIDED PRACTICE****Informational Text****CORE SKILL****Draw Conclusions**

Explain that informational text provides important facts and details. Tell students that a work memo can contain information about meetings, schedules, policies, or other work-related topics. Point out the parts of the memo on page 14. Ask students to tell who wrote the memo, whom it is for, and what the memo is about.

Utilize Forms

Reread the memo on page 14 with students. Have them answer the questions about the memo and read aloud the sentences that helped them draw conclusions about the answers.

EXTENSION**Practice Accuracy**

For accuracy, have students practice difficult words from the memo on page 14 separately from the context of the passage.

Assess Memos

Have students construct their own business memo to a classmate. Encourage them to develop a topic using formal language. Have students exchange memos with a classmate and assess the memo for clarity and purpose.

LESSON REVIEW

*FUNCTIONAL TEXTS**MATERIALS*

- o CCB Mathematics pages 22 - 29

CCR STANDARDS

- o 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

OBJECTIVES

- o Recognize the correct sequence of steps
- o Follow directions and instructions
- o Understand how directions and instructions are organized

KEY CONCEPT

- o How-To texts and instructions explain how to make something or how to do something.

VOCABULARY (WORD BENCH)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Diagram o Instructions o Resume
<i>Tier 3</i>	<ul style="list-style-type: none"> o Sequence
<i>Test Words</i>	<ul style="list-style-type: none"> o

INTERACTIVE STRATEGY

- o

WRITING PRACTICE

- o Sequence of Events
- o Signal Words

1.2: HOW-TO AND INSTRUCTIONS**BEFORE LESSON****GUIDED PRACTICE****How- To and Instructions****CORE SKILL****Sequence of Events**

Read the instructions with students. Point out sequence words, such as first, then, now, and finally. After students make their numbered lists in their notebooks, have them compare their lists. Have students' trade papers and check to make sure that no steps were left out.

Understanding Diagrams

Read aloud the passage about clearing a paper jam and tell students to listen for the sequence words. Have them work with a partner to create the sequence diagram. Have partners show their diagrams to the class and explain the steps. Listeners should offer constructive feedback about the order of steps in the diagrams.

EXTENSION**Signal Words**

Tell students that directions and steps in instructions are introduced by signal or linking words. Write the signal words then, next, before, and after on the board and give examples of their use.

Collect and Display

Have students draw diagrams to represent their how-to instructions. Tell them to identify which step in their process would be most useful if shown in diagram form.

LESSON REVIEW

*FUNCTIONAL TEXTS***MATERIALS**

- o CCB Mathematics pages 30 - 37

CCR STANDARDS

- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- o 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

OBJECTIVES

- o Understand how to use websites to gain information
- o Evaluate the reliability of websites

KEY CONCEPT

- o A website is a collection of web pages that give information about a topic

VOCABULARY (CREATE A SENTENCE)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Reference Source o Reliability o Scanning
<i>Tier 3</i>	<ul style="list-style-type: none"> o Internet o Key Word o Margin
<i>Test Words</i>	<ul style="list-style-type: none"> o Synthesis

INTERACTIVE STRATEGY

- o

WRITING PRACTICE

- o Analyze Visual Information
- o Synthesis Ideas from Multiple Sources
- o Distinguish Key Words

1.3: WEBSITES**BEFORE LESSON****GUIDED PRACTICE****Websites****Reliability of Information****CORE SKILL****Analyze Visual Information**

Look at the website with students. Have them point to the different features as you name them. After students write in their notebooks, have them look up a museum website and list the features on the site and what content is represented by these features.

Synthesis Ideas from Multiple Sources

Explain that doing research usually involves taking ideas from many different sources and using them as support for your own idea. Have students brainstorm a list of questions about the website on page 33 and write their questions on the board. Work with students to go online and find the answers to the questions. Show students how to use key words from their questions to help them find the answers.

EXTENSION**Elaborate on Language**

Discuss additional words associated with websites and the Internet that students might not be familiar with. Use the websites in this lesson to point to and then explain these words: toolbar, icon, URL, menu bars, links, search feature.

Distinguish Key Words

Ask students to think of a topic they would like to investigate on the Internet. Then have them each write a list of possible search words that they think will lead them to information about the topic. Have students do the searches and refine their search words. Have them continue to do this until they find three or four reliable sites.

LESSON REVIEW

FUNCTIONAL TEXTS**MATERIALS**

- o CCB Mathematics pages 38 - 47

CCR STANDARDS

- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- o 6 Assess how point of view or purpose shapes the content and style of a text.

OBJECTIVES

- o Recognize the purpose of common workplace documents
- o Explain and apply information from common workplace documents

KEY CONCEPT

- o Workplace documents are written papers (print or digital) used in offices, factories, and other places where people work. They include instructions or forms.

VOCABULARY (SYNONYMS)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Alternative o Design o Documents o Identify o Structure
<i>Tier 3</i>	<ul style="list-style-type: none"> o Agenda o Employee Handbook
<i>Test Words</i>	<ul style="list-style-type: none"> o Summarize

INTERACTIVE STRATEGY

- o

WRITING PRACTICE

- o Summarize Information
- o Determine Author's Purpose

1.4: WORKPLACE DOCUMENTS**BEFORE LESSON****GUIDED PRACTICE****Workplace Documents****CORE SKILL****Summarize Information**

Explain to students that when they summarize a piece of writing, they look for the main points. Writing a summary is a way to understand the text. Refer to the job description for an administrative assistant on page 40. Guide students to see that the job description is a summary of a job's duties. Have students check each other's work. Remind them to write their summaries in their own words, except for any quotations they might include.

Determine Author's Purpose

Explain to students that an author's purpose for writing changes based on the information that is being conveyed. Tell students that to figure out the author's purpose in writing workplace documents, they should ask themselves questions such as these: Who wrote this? What information does it contain? What does the writer want me to do after I read this? Have pairs of students answer these questions as they look at the online form on page 41. Have students present their answers to the activity questions to the class.

EXTENSION**Use Text Structure**

Have students look at the Conference Room Reservation Request on page 41. To help students identify how text structure is a clue to the purpose of the form, ask them to find the section called "Event Type" and to point out the names and checkable boxes of the different types of events. Tell them that the items on the form, like event type, give clues to the form's purpose: gathering information about events.

Cite Evidence

Using a computer, access different types of workplace documents, such as a W-4 form, an online job application, the checkout section of an online store, a time sheet, and a benefits application. For each example, have students discuss the purpose and intended audience and cite evidence for their opinion.

LESSON REVIEW

*FUNCTIONAL TEXTS***MATERIALS**

- o CCB Mathematics pages 48 - 57

CCR STANDARDS

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

OBJECTIVES

- o Identify graphic documents and their functions
- o Interpret information from simple charts and graphs
- o Analyze information presented in a variety of graphic formats

KEY CONCEPT

- o Graphic documents use a variety of visual formants to present factual information

VOCABULARY (PREFIX CON-)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Concrete o Context o Graphic o Infer o Symbol
<i>Tier 3</i>	<ul style="list-style-type: none"> o Bar Graphs o Pie Charts
<i>Test Words</i>	<ul style="list-style-type: none"> o Analyze

INTERACTIVE STRATEGY

- o

WRITING PRACTICE

- o Use Context Clues
- o Analyze Text Connections

1.5: GRAPHIC DOCUMENTS**BEFORE LESSON****GUIDED PRACTICE****Graphic Documents****Analyze Visual Information****CORE SKILL****Analyze Visual Information**

Call on students to share what they have written in their notebooks about a graphic document they have seen, its meaning, and its strengths and weaknesses. Continue in a similar fashion with the next exercise, in which students determine the purpose of visual images presented on page 52.

Use Context Clues

To reinforce the importance of context clues, invite students to create artwork, such as a poster, in which the graphic message and the context clues are a mismatch. They may work with the images presented here or find others. An example might be a sign communicating "Danger: highly flammable material" positioned on a forest scene.

EXTENSION**Analyze Text Connections**

Help students whose first language is not English to connect with the graphic documents by replacing the text in some of the documents with the same message in their first language. Post the translated signs for classmates to identify.

Interpret Visual Information

Direct students to notice advertisements that use very little, if any, text on their daily commute. Call on volunteers to describe the most effective ads that used the least amount of text. Explain what symbols conveyed the message most effectively, the role of context clues, and what the viewer is asked to infer from the ad's message.

LESSON REVIEW

*FUNCTIONAL TEXTS**MATERIALS*

- o CCB Mathematics pages 58 - 67

CCR STANDARDS

- o 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

OBJECTIVES

- o Consult reference materials, such as dictionaries and thesauruses
- o Gather information from different media
- o Determine author's purpose

KEY CONCEPT

- o A reference is a source of factual information. Reference texts include dictionaries, encyclopedias, thesauruses, atlases, dictionaries, and handbooks. These references may be print or digital.

VOCABULARY (MULTISYLLABIC)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Entry o Reference text o Specialized o Synonyms o Volumes
<i>Tier 3</i>	<ul style="list-style-type: none"> o Digital o Online
<i>Test Words</i>	<ul style="list-style-type: none"> o Evaluate o Preview

INTERACTIVE STRATEGY

- o

*WRITING PRACTICE***1.6: REFERENCE TEXTS****BEFORE LESSON****GUIDED PRACTICE****Reference Texts****Analyze Text Structure****CORE SKILL****Analyze Text Structure**

Have students scan the encyclopedia article and answer the questions about the First Continental Congress. Then ask them to write one sentence each about the article's text features (such as headings, subheadings, photos, maps, captions, or bullet points) that describes how they used the features to quickly find the information they needed.

Evaluate Content in Different Formats

After students have compared print and online dictionaries, ask them to explain a feature they found more useful in one format than in the other. How did students prefer learning about pronunciation, from the syllabification and pronunciation symbols in print and online or from the audio pronunciation available online?

EXTENSION**Paired Reading**

Pair fluent English speakers with English language learners. Provide paired students with a copy of a brief (50-200 word) encyclopedia article to read aloud. If the less-proficient student misreads, the more proficient student points to the word and pronounces it; then the less-proficient student repeats that word. Continue in this fashion until the end of the passage.

Compare and Draw Conclusions

Ask pairs of students to investigate the usefulness of different formats of reference texts. Assign each pair a different state and ask them to look up information about their state's legislature and its capital. To do their research, one student from each team should use an online encyclopedia and one student should use a print encyclopedia. Have the pairs compare the time spent per format and how up-to-date each format was in order to draw a conclusion about which format is most efficient for this type of research.

LESSON REVIEW**21st Century Skill: Information Literacy**

After students compile their lists of reliable reference websites, brainstorm a

- Analyze Text Structure
- Compare and Draw Conclusions
- 21st Century Skill: Information Literacy

list of historical events that occurred within the past ten years. Have students choose an event and use websites from the list to find information about the event. Ask them to write two paragraphs about their event, using a thesaurus and a dictionary to broaden their word choices and check their spelling.

*FUNCTIONAL TEXTS**MATERIALS*

- o CCB Mathematics pages 68 - 77

CCR STANDARDS

- o 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.
- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

OBJECTIVES

- o Gather information from different media
- o Evaluate content in different media
- o Determine advantages and disadvantages of different media

KEY CONCEPT

- o Comparing how the same text is presented in different media can provide a deeper understanding of a text.

VOCABULARY (PREFIX INTER-)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Enhance o Interpret o Media o Presentation
<i>Tier 3</i>	<ul style="list-style-type: none"> o Animation o Italics o Multimedia
<i>Test Words</i>	<ul style="list-style-type: none"> o Visualize

INTERACTIVE STRATEGY

- o

*WRITING PRACTICE***1.7: COMPARING TEXTS IN DIFFERENT MEDIA****BEFORE LESSON****GUIDED PRACTICE****Texts in Different Media****CORE SKILL****Evaluate Content in Different Media**

After students have listed the main ideas of the online and audio versions of the weather report, pair them with classmates and have them explain to each other the reasons they believe that changes were made in the content of the report from one medium to the other.

Draw Conclusions

After students discuss their conclusions with classmates, ask them to write a brief paragraph explaining what they have learned about on-the-job training and whether they would want to engage in such training.

EXTENSION**Visualizing Text**

The subtitled video presentation about on-the-job training (see link on page 70) provides a meaningful context for word recognition and reading. The captions allow students to confirm what they have are hearing on the audio track. Ask students to watch the video two or three times in quick succession while concentrating on hearing and seeing the narrator's words simultaneously.

Following their repeat viewings, ask students to discuss in pairs what they learned from the video. Have one member of each pair relate their combined perception to the class.

Organize a Presentation

Ask students to apply what they learned about the effectiveness of different media types. Tell students to write a brief informative text and also construct an audio, video, or multimedia version of the same message. Tell them to select their own topic or to use a topic from the lesson, such as a weather advisory or a recipe.

LESSON REVIEW**21st Century Skills: Media Literacy**

When students complete their paragraphs comparing and contrasting the video and multimedia presentations they accessed, ask for volunteers to share their experiences and conclusions with the class.

- Draw Conclusions
- Organize a Presentation
- 21st Century Skill: Media Literacy

EXPOSITORY TEXTS

MATERIALS

- o CCB Mathematics pages

CCR STANDARDS

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

OBJECTIVES

- o Identify the stated main idea
- o Gain information from textbooks and other educational material

KEY CONCEPT

- o Textbooks and other educational materials are instructional texts used in language arts, mathematics, science, social studies, and other fields of study.

VOCABULARY (STUDY CARDS)

Tier 2	<ul style="list-style-type: none"> o Details o Main Idea o Stated
Tier 3	<ul style="list-style-type: none"> o Survey o Topic Sentence
Test Words	<ul style="list-style-type: none"> o Classify

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o Summarize Text
- o Analyze Visual Information
- o Critique Visuals
- o 21st Century Skill: Global Awareness

2.1: TEXTBOOKS AND OTHER EDUCATIONAL MATERIALS

BEFORE LESSON

GUIDED PRACTICE

Educational Materials

CORE SKILL

Summarize Text

Explain that summarizing requires understanding the main idea and the most important details of a piece of writing. Read the selection on page 88 with students. Have them point out the headings and the caption. Tell them to underline the topic sentence in each paragraph. After students write the main idea and summary in their notebooks, have them share their work in small groups and choose the work that best summarizes the selection.

Analyze Visual Information

Tell students that visual information is another way for writers to explain information. Point to the photo of hieroglyphics. Then ask students what its purpose is (showing an example of a writing system that the text describes). Read the table with students. Model reading across the rows and down the columns. After students have completed the assignment in their notebooks, have them explain to a partner what inventions and concepts are.

EXTENSION

Read a Chart

Tell students that charts and tables hold information in an organized way. Have students look again at the chart on page 89. Have pairs of students create their own tables about a favorite topic, such as movies they like and dislike, places they would like or not like to visit, and so on.

Critique Visuals

Have pairs of students choose a chapter from a textbook and critique the visual elements. They should explain to the class why they think the sidebars, images, graphs, and so on are or are not effective. Have student pairs create their own visual element that they think would enhance the chapter.

LESSON REVIEW

21st Century Skill: Global Awareness

If some students have not used a search engine, show them how to do so. Then pair them with students who have previously used search engines to research for an Internet newspaper article. After students have completed the

assignment in their notebooks, have them read their main ideas aloud to the class.

*EXPOSITORY TEXTS***MATERIALS**

- CCB Mathematics pages

CCR STANDARDS

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

OBJECTIVES

- Explain text features and graphics and their purpose
- Read magazine and newspaper articles to gain information

KEY CONCEPT

- Magazine and newspaper articles provide current information about events and other topics.

VOCABULARY (LIFE EXPERIENCES)

<i>Tier 2</i>	<ul style="list-style-type: none"> ○ Caption ○ Graph ○ Heading ○ Visual
<i>Tier 3</i>	<ul style="list-style-type: none"> ○ Byline ○ Legend
<i>Test Words</i>	<ul style="list-style-type: none"> ○ Summarize

INTERACTIVE STRATEGY

-

WRITING PRACTICE

- Analyze Text Structure
- Evaluate Content in Different Formats
- Graph Data

2.2: MAGAZINE AND NEWSPAPER ARTICLES**BEFORE LESSON****GUIDED PRACTICE****Magazine and Newspaper Articles****CORE SKILL****Analyze Text Structure**

Tell students that looking at headings is one key to understanding an article or finding the information you want. Display an online or print article to the class. Go over the headings and have students tell what the article is generally about. Ask them which section they would read to find out a certain piece of information. Then read the article on page 96 with students. Have them point out the headings, picture, and caption. After they list the headings and write in their notebooks, have them share their notes with partners and refine them as necessary.

Evaluate Content in Different Formats

Discuss with students the different formats described in the text (circle graph, bar graph, line graph) and show an example of each one. Explain to students that charts and tables can also be used to compare information. Read the table on page 97 with students. Explain that they can use the heading and the information in the table to determine the main idea. After students write the main idea in their notebooks, discuss it as a class by emphasizing the title and the column and row headings.

EXTENSION**Describe Graphs**

Show students a bar graph, a circle graph, and a line graph. Point to each and have students discuss what the graph might be about. Point to the legend and explain how it works. Have students find another graph and explain it to a partner.

Graph Data

Remind students that a graph shows how two or more things relate. Review the Core Skill sidebar on page 97 with students. Have students create a line graph to show the changes in the temperature for the past week in your town.

LESSON REVIEW**WRITE TO LEARN**

Remind students that summarizing means retelling the main points in their own words. Have them jot down notes as they reread the article and use

- Write to Learn

those notes to write their summaries. Then have students read their summaries to a partner. Listeners should check to make sure the speaker.

*EXPOSITORY TEXTS***MATERIALS**

- CCB Mathematics pages

CCR STANDARDS

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

OBJECTIVES

- Determine the author's purpose
- Draw evidence from text

KEY CONCEPT

- A technical text is a document that provides a particular group of people information about a specialized subject.

VOCABULARY

<i>Tier 2</i>	<ul style="list-style-type: none"> ○ Diagram ○ Process ○ Regulations
<i>Tier 3</i>	<ul style="list-style-type: none"> ○ Consumers
<i>Test Words</i>	<ul style="list-style-type: none"> ○ Technical

INTERACTIVE STRATEGY

-

WRITING PRACTICE

- Interpret Words and Phrases in Text
- Draw Conclusions
- Critique Instructions

2.3: TECHNICAL TEXTS**BEFORE LESSON****GUIDED PRACTICE****Determine Author's Purpose in Technical Texts****CORE SKILL****Interpret Words and Phrases in Text**

Have students circle any unfamiliar words in the installation instructions on page 103. Review how to use context clues to find the meaning of a word and recommend that students try this approach before they conduct an online search. Point out the different kinds of online support a person could find if necessary, such as online chats with customer service representatives. Check students' notebooks to verify that their definitions can help them understand the technical text.

Draw Conclusions

Show students a regulation such as [this](#).

Have students look carefully at the regulation and point out facts and details that indicate why the law was written. Point out that all of the capitalized words are referring to jobs or locations where workers could get injured. Explain that based on how the law is worded, one can conclude that it was written in order to protect 14- and 15-year olds from taking dangerous jobs. Have students complete the sidebar activity on their own and write their conclusion on the board. Work with the class to compare students' conclusions.

EXTENSION**Draw Conclusions**

Have English language learners select one of the illustrated passages in the lesson and translate some of the technical words into their first language. To extend this activity, have them give the translated technical text to someone who is proficient in English. The proficient English speaker should use the illustrations and his or her own knowledge to infer the meaning of the translated words.

Critique Instructions

Tell students that they will assume the role of a technical writer. Have them write instructions to tell how to do something with which they are familiar. Have students exchange instructions and critique whether they make sense and are simple to use.

LESSON REVIEW

3.1: ADS**PERSUASIVE TEXTS****MATERIALS**

- o CCB Mathematics pages 116 - 123

CCR STANDARDS

- o 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.
- o 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.

OBJECTIVES

- o Understand how to read and interpret ads
- o Evaluate the effectiveness of arguments
- o Identify an author's assumptions and beliefs

KEY CONCEPT

- o Ads are persuasive messages that try to convince people to buy or use something or to think or act in a certain way.

VOCABULARY (WORD MAP)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Argument o Fact o Opinion
<i>Tier 3</i>	<ul style="list-style-type: none"> o Advertisement o Logo o Slogan
<i>Test Words</i>	<ul style="list-style-type: none"> o Evaluate

INTERACTIVE STRATEGY

- o Analyze word choices

WRITING TOPIC

- o Evaluate Arguments
- o Critique Ads

WRITING PRACTICE**BEFORE LESSON****GUIDED PRACTICE****Ads****CORE SKILL****Evaluate Arguments**

Read the questions with students. Show the class an ad for a product, either a good or a service, and have them answer the questions together. Then have partners use the same process to evaluate another ad. After they have finished, discuss as a class how evaluating the arguments in the ads can make students more knowledgeable consumers.

Analyze Word Choices

Make a two-column chart on the board. Label one column Facts and the other column Opinions. Read the passage on page 120 with students and discuss the effectiveness of the photograph and the text elements. Ask what students think of the name of the product. Have students list the facts and opinions from the passage as you write their responses on the board. Discuss the author's purpose for writing the ad and whether or not students would call the builder.

EXTENSION**Persuasive Language**

Find examples of persuasive language from the lesson, then have students work with a partner to write one sentence that uses persuasive language.

Critique Ads

In small groups, have students analyze real-world advertisements.

Answer the following questions:

1. What real information is included in the wording of the product?
2. What claims are backed up by facts?
3. What claims does the ad want you to accept on faith?

Have students create their own advertisement and share with the class. They should be able to justify their use of fact and opinion.

LESSON REVIEW**Write to Learn**

Tell students that to write an effective ad, they should use descriptive words. Explain that in writing an ad, they should give a clear overall impression, include specific details, and organize sentences so it is easy to picture what

- Write to Learn

is being described. Have partners check each other's completed ads to make sure they have included at least two facts and two opinions. Tell students to revise as necessary.

*PERSUASIVE TEXTS***MATERIALS**

- o CCB Mathematics pages 124 - 131

CCR STANDARDS

- o 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.
- o 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

OBJECTIVES

- o Understand the purpose and content of editorials
- o Evaluate the effectiveness of arguments in excerpts
- o Distinguish between conflicting viewpoints

KEY CONCEPT

- o Editorials express ideas and opinions from the writer's point of view

VOCABULARY (SENTENCES)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Assumption o Bias o Defend o Evidence
<i>Tier 3</i>	<ul style="list-style-type: none"> o Editorial o Point of View
<i>Test Words</i>	<ul style="list-style-type: none"> o Conclusion

INTERACTIVE STRATEGY

- o Compare Different Texts
- o Distinguish Text Types

WRITING TOPIC

- o Assess an Editorial

WRITING PRACTICE**3.2: EDITORIALS****BEFORE LESSON****GUIDED PRACTICE****Editorials****CORE SKILL****Evaluate Support for Conclusions**

Explain that writers often draw conclusions based on facts. Read the passage on page 126 with students. Ask students to circle the author's conclusions and underline any facts or reasons given to support the conclusions. Write the conclusions and facts on the board and discuss whether there is enough evidence to support each conclusion. Have students write their paragraphs and read them aloud in small groups.

Compare Different Texts

Before students complete the activity, read aloud two editorials with different viewpoints about the same topic. Have a student write facts from each editorial on the board. Tell students to use the notes on the board to create their Venn diagrams. After they have finished, have students compare their Venn diagrams with others and make adjustments as needed.

EXTENSION**Distinguish Text Types**

Display an editorial and a news story from a newspaper. Point out key words that identify one piece as an editorial (opinions, biases, arguments for and against) and the other as a news story (facts, information).

Assess an Editorial

Ask students to find an editorial in a local newspaper or an online news source, then find a news article about the editorial's topic. Explain that students should read both and identify the facts and opinions in each. Ask students to decide whether they think the writer of the editorial has given enough facts to support the opinion expressed. If they say no, ask them what additional facts the writer should have used.

LESSON REVIEW**Write to Learn**

With students, brainstorm a list of issues that affect them. Have students choose one issue from the list to use for their editorial. After students complete their editorials in their notebooks, have them list the facts and opinions each used using a Venn Diagram.

- Evaluate Support for Conclusions
- Write to Learn

*PERSUASIVE TEXTS**MATERIALS*

- o CCB Mathematics pages 132 - 139

CCR STANDARDS

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

OBJECTIVES

- o Understand how to read and evaluate blogs
- o Identify an author's assumptions and beliefs

KEY CONCEPT

- o Blogs, or web logs, are personal web pages that express an author's ideas or opinions

VOCABULARY (YES/NO?)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Endorse o Persuade o Qualifications
<i>Tier 3</i>	<ul style="list-style-type: none"> o Blog
<i>Test Words</i>	<ul style="list-style-type: none"> o Connote o Judgement

INTERACTIVE STRATEGY

- o Draw Evidence from Text
- o Determine the Authors Purpose
- o Echo Read

WRITING TOPIC

- o Critique a Blog

WRITING PRACTICE

- o Write to Learn

3.3: BLOGS*BEFORE LESSON**GUIDED PRACTICE***Blogs***CORE SKILL***Draw Evidence from Text**

Explain that many blog writers use emotional words to appeal to or persuade their readers. Read aloud one of the blogs from earlier in the lesson. As you read, have students raise their hands when they hear an emotional word. Write these words on the board. As students complete the activity on page 134, circulate to ensure that they correctly understand positive and negative connotations.

Determine Author's Purpose

Tell students that bias is a prejudice for or against someone or something. Explain that many blog writers show their bias by using words with positive or negative connotations to sway their readers. Using one of the blogs students have already encountered, work with students to locate bias by marking words with positive or negative connotations and drawing a conclusion.

*EXTENSION***Echo Read**

Give students a copy of one of the blogs from the lesson. Read it aloud with proper phrasing and expression. Then have students read the blog aloud and ask them to imitate the way you read. Then have pairs practice reading aloud until they can do so fluently.

Critique a Blog

Have pairs of students work together to decide on a blog topic and write the text for a short blog. Have them trade blogs with another pair and critique that blog based on bias, strength of argument, and persuasiveness.

*LESSON REVIEW***Write to Learn**

Remind students to structure their writing with a beginning, a middle, and an end.

- o **Beginning:** Introduce the topic, get readers' attention, and state your judgment.
- o **Middle:** Support your position and give reasons.
- o **End:** Sum up your reasons.

*PERSUASIVE TEXTS**MATERIALS*

- o CCB Mathematics pages 140 - 147

CCR STANDARDS

- o 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.
- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- o 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.

OBJECTIVES

- o Determine the author's opinion in reviews and commentaries
- o Identify main ideas and essential details

KEY CONCEPT

- o A review is an evaluation, or judgement, about a product or service

VOCABULARY (WORD CLUES)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Analysis o Criticize o Implied
<i>Tier 3</i>	<ul style="list-style-type: none"> o Commentary o Review
<i>Test Words</i>	<ul style="list-style-type: none"> o Inference o Interpret

INTERACTIVE STRATEGY

- o Interpret Words and Phrases in Text
- o Infer

*WRITING TOPIC***3.4: REVIEWS AND COMMENTARIES****BEFORE LESSON****GUIDED PRACTICE****Reviews****CORE SKILL****Interpret Words and Phrases in Text**

Explain that context clues help a reader understand how an author feels about something. Provide a restaurant review to students and ask them to identify the author's opinion. Ask: **Which words clued you in to the author's opinion?** Then reread the excerpt on page 142 with students. Have them answer the questions in the sidebar and tell which details they underlined.

Infer

Explain that students will practice making inferences. Read the review aloud with students. After each paragraph, have students share which words or information can help them make an inference. Write their responses on the board. After students have read the entire review, have them use the notes on the board to make an inference.

EXTENSION**Identify Cognates**

Review vocabulary words with English language learners by pointing out those that have Spanish cognates: analysis/andlisis, commentary/ comentario, criticize/criticar, implied! implicito, inference/inferencia, interpret/interpretar

Assess a Review

Have students bring in a review about a movie, TV program, or product. Tell them to identify the introduction, the summary, the analysis, and the conclusion. Have students analyze the review for a positive or a negative tone and assess the strength of the review.

LESSON REVIEW**Write to Learn**

Remind students of what they just read in the box on page 142. Read the question (How do these words persuade the reader?) and work with students to make a list on the board of the words and phrases this author used that the class has encountered in other reviews.

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WRITING PRACTICE

- Write to Learn

*LITERARY NONFICTION***MATERIALS**

- o CCB Mathematics pages 156 - 163

CCR STANDARDS

- o 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- o 10 Read and comprehend complex literary and informational texts independently and proficiently.

OBJECTIVES

- o Examine various types of nonfiction prose
- o Explain how individuals, events, or ideas develop and interact throughout the text

KEY CONCEPT

- o Nonfiction prose is a form of writing about real people and real events or situations

VOCABULARY (WORD WALL)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Diary o Essay o Prose
<i>Tier 3</i>	<ul style="list-style-type: none"> o Genre o Memoir o Nonfiction
<i>Test Words</i>	<ul style="list-style-type: none"> o Develop o Interact

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o

4.1: NONFICTION PROSE**BEFORE LESSON****GUIDED PRACTICE****Nonfiction Prose****CORE SKILL****Analyze Text Connections**

Read the diary entry on page 156 with students and emphasize words that tell how the author describes feelings (beautiful, affectionately, blood boils, insolent air, clicks his shiny little boots, satiated, gorged, struts, snake, plays, comedy, anger, tragedy). Have them answer the questions about the diary entry and read aloud the sentences that helped them find the text connections. (Sample answers: The author is angry because the police officer is wearing a new coat and hat and looks like he has had enough to eat. The author says the police "are playing a comedy with their own tragedy." The police officer is causing the anger. The details about the sunny day, the officer's new clothes, and how well fed he looks help you understand the author's feelings.)

Identify Types of Nonfiction

Make a four-column chart on the board and label the columns Diaries, Letters, Essays, Memoirs. Have students copy the chart in their notebooks. Have students list the features of each type of nonfiction prose on their chart. At the end of the lesson, have them read their lists aloud and add their responses to the chart on the board. Tell students to revise or add to their charts, as necessary.

EXTENSION**Words Taken from Another Language**

Tell students that genre and memoir are French words used in English. Use the glossary in the student book to teach the correct pronunciation of genre (ZHAN ruh) and memoir (MEM wah). Have students look through the lesson and other familiar texts and create a list of other foreign words they know that are used in English. Write the list on the board and have students define the words.

Observations about Nonfiction

Have students work in small groups to complete a chart with the names of nonfiction texts they have read recently in addition to those in the lesson. Have groups list the title, the genre, and the author's purpose for each. Next, have each group make observations about the types of nonfiction texts they find most informative and which they find the most enjoyable.

LESSON REVIEW

Write to Learn

*LITERARY NONFICTION***MATERIALS**

- o CCB Mathematics pages 164 - 171

CCR STANDARDS

- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

OBJECTIVES

- o Identify the form and characteristics of a biography
- o Understand how the characteristics of a genre affect an excerpt's meaning or purpose

KEY CONCEPT

- o A biography is the true story of a person's life, written by another person.

VOCABULARY (RELATE WORDS)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Authorized o Chronological o Emphasize o Unauthorized
<i>Tier 3</i>	<ul style="list-style-type: none"> o Biography
<i>Test Words</i>	<ul style="list-style-type: none"> o Examine

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o

4.2: BIOGRAPHY**BEFORE LESSON****GUIDED PRACTICE****Biography****CORE SKILL****Summarize Supporting Details**

Say a few phrases and have students identify them as facts or opinions. Read the passage on page 166 with students. Make a two-column chart on the board and label one column Facts and the other column Opinions. Have students tell you facts and opinions from the passage and write them on the chart. Tell students to use the information from the Facts column as well as other facts from the passage to write their summaries. Have students share their summaries in small groups. Remind them to avoid including opinions in their writing.

Gather Information from Different Media

Show an example of each type of reference source and discuss its contents. Then draw a five-column chart on the board and label the columns Newspapers, Magazines, Encyclopedias, Almanacs, and Atlases. Have students copy the chart in their notebooks. After they have chosen a topic, have them fill in their charts with the information they could find in each reference source. Have students discuss their completed charts in small groups and adjust their charts as needed.

EXTENSION**Language**

To help students identify opinions, create a list of opinion words and phrases on the board (think, feel, believe, perceive, seem, view, personal, understand, claim, admit, imagine, suppose). Read through some biographies to identify opinions, and list them on the board. Use sentence frames to have students summarize the opinions.

Compare Biographies

Have students bring in biographies they have read, and supplement these with additional biographies. Have students work in small groups to compare two of the biographies to determine the organization and the details that are emphasized. Have them present their research to the class.

LESSON REVIEW**Write to Learn**

Explain to students that when they state an opinion, they need to support it with details. Give an example of an opinion, such as Cooking is a useful skill that everyone should learn. Have students discuss ways to justify this opinion with logical reasons. Have them apply this strategy to their writing.

*LITERARY NONFICTION***MATERIALS**

- o CCB Mathematics pages 172 - 179

CCR STANDARDS

- o 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- o 6 Assess how point of view or purpose shapes the content and style of a text.

OBJECTIVES

- o Identify the form and characteristics of an autobiography
- o Explain how genre affects the meaning and purpose of a text

KEY CONCEPT

- o An autobiography is a factual account that a person writes about his or her own life.

VOCABULARY (WORD SORTS)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Pattern o Subjective
<i>Tier 3</i>	<ul style="list-style-type: none"> o Autobiography o Characteristics o Perspective
<i>Test Words</i>	<ul style="list-style-type: none"> o Apply

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o

4.3: AUTOBIOGRAPHY**BEFORE LESSON****GUIDED PRACTICE****Autobiography****CORE SKILL****Analyze Connections**

Have students revisit the diagrams of personal connections that they made at the beginning of the lesson. Explain that students will now be able to trace these relationship connections in an autobiography. Have students write the questions from the sidebar on page 174 in their notebooks, one question per page. Read the first paragraph of the passage aloud. Pause after reading and discuss the questions. Have students write their responses in their notebooks. Repeat the procedure with the second paragraph. Have student volunteers use their notes to give an oral summary of the connections in the passage.

Identify Point of View

Tell students that autobiographies use the first-person point of view, which means the author includes his or her own thoughts and observations. Read the passages with students and pause periodically to have them underline details only the authors could have known. Ask students to read the details aloud and write them on the board. Discuss what the autobiographies might be like without those details.

EXTENSION**Summarize**

Tell students they can reinforce comprehension of the lesson by summarizing passages. Remind them that a summary includes the main idea and facts, but not all of the details. Pair English language learners with fluent English speakers. Assign one passage to each pair of students. Have them work together to write a two-sentence summary of the passage. Ask students read their summaries aloud.

Assess an Autobiography

Have students think about a time in their lives when they were nervous entering a new situation. Tell them to write an autobiographical paragraph and critically assess whether it would interest readers and how they could improve their writing. Have partners read their paragraphs to each other.

LESSON REVIEW**Write to Learn**

Explain that many autobiographies feature people who influenced the author to change or reach a goal. Tell students that when they are writing their paragraphs about a teacher or another person who had a strong influence on them, they should begin with an interesting sentence that gets the reader's attention. The details that follow should explain and support the sentence. The paragraph should end with a strong concluding sentence.

*FICTION**MATERIALS*

- CCB Mathematics pages

CCR STANDARDS

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

OBJECTIVES

-

KEY CONCEPT

-

VOCABULARY

<i>Tier 2</i>	○
<i>Tier 3</i>	○
<i>Test Words</i>	○

INTERACTIVE STRATEGY

-

WRITING TOPIC

-

WRITING PRACTICE

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5.1: PLOT AND SETTINGBEFORE LESSONGUIDED PRACTICECORE SKILLEXTENSIONLESSON REVIEW

*LITERARY NONFICTION**MATERIALS*

- CCB Mathematics pages

CCR STANDARDS

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

OBJECTIVES

-

KEY CONCEPT

-

VOCABULARY

<i>Tier 2</i>	○
<i>Tier 3</i>	○
<i>Test Words</i>	○

INTERACTIVE STRATEGY

-

WRITING TOPIC

-

WRITING PRACTICE

-

5.2: CHARACTERBEFORE LESSONGUIDED PRACTICECORE SKILLEXTENSIONLESSON REVIEW

*LITERARY NONFICTION**MATERIALS*

- CCB Mathematics pages

CCR STANDARDS

- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 6 Assess how point of view or purpose shapes the content and style of a text.

OBJECTIVES

-

KEY CONCEPT

-

VOCABULARY

<i>Tier 2</i>	○
<i>Tier 3</i>	○
<i>Test Words</i>	○

INTERACTIVE STRATEGY

-

WRITING TOPIC

-

WRITING PRACTICE

-

5.3: POINT OF VIEWBEFORE LESSONGUIDED PRACTICECORE SKILLEXTENSIONLESSON REVIEW

*LITERARY NONFICTION**MATERIALS*

- CCB Mathematics pages

CCR STANDARDS

- 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.
- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

OBJECTIVES

-

KEY CONCEPT

-

VOCABULARY

<i>Tier 2</i>	○
<i>Tier 3</i>	○
<i>Test Words</i>	○

INTERACTIVE STRATEGY

-

WRITING TOPIC

-

WRITING PRACTICE

-

5.4: LITERAL AND FIGURATIVE LANGUAGEBEFORE LESSONGUIDED PRACTICECORE SKILLEXTENSIONLESSON REVIEW

*LITERARY NONFICTION**MATERIALS*

- CCB Mathematics pages

CCR STANDARDS

- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

OBJECTIVES

-

KEY CONCEPT

-

VOCABULARY

Tier 2	○
Tier 3	○
Test Words	○

INTERACTIVE STRATEGY

-

WRITING TOPIC

-

WRITING PRACTICE

-

5.5: THEMEBEFORE LESSONGUIDED PRACTICECORE SKILLEXTENSIONLESSON REVIEW

*LITERARY NONFICTION**MATERIALS*

- CCB Mathematics pages

CCR STANDARDS

- 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.
- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

OBJECTIVES

-

KEY CONCEPT

-

VOCABULARY

<i>Tier 2</i>	○
<i>Tier 3</i>	○
<i>Test Words</i>	○

INTERACTIVE STRATEGY

-

WRITING TOPIC

-

WRITING PRACTICE

-

5.6: TEXT STRUCTUREBEFORE LESSONGUIDED PRACTICECORE SKILLEXTENSIONLESSON REVIEW

SCIENCE

CHAPTER 3 - ECOSYSTEMS

3.1: ECOSYSTEMS

MATERIALS

- o CCB Science pages 88-95
- o [PowerPoint: Biomes and Ecosystems](#)
- o [PowerPoint: Cycles on Ecosystems](#)

CCR STANDARDS

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

OBJECTIVES

- o Understand the organization of ecosystems
- o Describe interactions between organisms
- o Identify biomes of the world

KEY CONCEPT

- o Within an ecosystem, organisms interact with one another and with nonliving things in their environment.

VOCABULARY

<i>Tier 2</i>	<ul style="list-style-type: none"> o Environment o Interact
<i>Tier 3</i>	<ul style="list-style-type: none"> o Biome o Biosphere o Ecosystem o Foods Chain
<i>Test Words</i>	<ul style="list-style-type: none"> o Prediction

INTERACTIVE STRATEGY

- o Biomes Map: Have students predict where world Biomes located. Gather information from the text and label where biomes are located. Check student responses using PowerPoint.

BEFORE LESSON

- 3.1: Ecosystems
- 3.2: Carrying Capacity
- 3.3: symbiosis
- 3.4: Disruption
- 3.5: Environmental Issues

GUIDED PRACTICE

Communities of Living Things

Energy Cycles

Biomes

Protecting Biomes

Ecology

CORE SKILL

Analyze Author's Purpose

Reviewing the way the text is structured can be helpful in analyzing an author's purpose. Have students review the information about biomes on this page and the next. Ask students whether they think the author had a purpose in organizing the biomes in the order shown. Have students provide the reasoning behind their answers.

Understand Text

Read the text as a class. Then ask students to think about the ecosystem models they created and the labels they used to identify organisms in their models. Ask students to explain the relationship between the labels in their models and jargon. Invite students to share other examples of texts they have read that contained jargon. Ask students to explain the value of identifying and interpreting jargon before they use a product.

EXTENSION

Using Reference Sources to Understand Meaning

Tell students that a thesaurus is a good reference source. Have them look up vocabulary terms they do not know to locate synonyms that are more familiar. Have them use those synonyms in meaningful sentences, and then replace those familiar terms with the lesson vocabulary term.

Identify Stages of a Food Chain

Have students select a particular biome, such as a desert. Have them create

WRITING PRACTICE

- Using Reference Sources to Understand Meaning
- Identify Stages of a Food Chain

a diagram of a typical food chain within that biome. The food chain should include a producer, an herbivore, and a carnivore. Invite students to present their diagrams to the class in a creative way.

LESSON REVIEW

SCIENCE

CHAPTER 4 - FOUNDATIONS OF LIFE

4.1: THE CELL

MATERIALS

- o CCB Science pages 132 - 175
- o PowerPoint: [Cell Structures](#)

CCR STANDARDS

- o 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.
- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

OBJECTIVES

- o Identify the basic structure of cells
- o Identify similarities and differences in plant and animal cells
- o Understand how cells work

KEY CONCEPT

- o Cells are the basic units of structure and function in living things

VOCABULARY

<i>Tier 2</i>	o Function
<i>Tier 3</i>	o Cell o Diffusion o Nucleus
<i>Test Words</i>	o

INTERACTIVE STRATEGY

- o Create and Label Drawings

WRITING TOPIC

- o Write To Learn (Diffusion)

WRITING PRACTICE

BEFORE LESSON

4.1: The Cell

4.2: Simple Organisms

4.3: Invertebrates

4.4: Vertebrates

GUIDED PRACTICE

The Structure of Cells

Cell Structures

Specialized Cell Structures

Specialized Cell Structures in Plants

How a Cell Works

Diffusion

Active Transport

CORE SKILL

Determine Conclusions

After students have read the text, have students work together in pairs. Have one student write a conclusion that answers the question **Why does a cell have specialized parts?** Ask the other student to point out the sentences in the text that serve as evidence supporting this conclusion.

Support Conclusions

Tell students that most of the time, in science writing, conclusions will be easy to determine and there will be plenty of supporting material included. This is because the practice of science requires that evidence be provided for hypotheses and other scientific statements. Ask students what might happen if scientists did not provide information that supports their conclusions when they share their findings with other scientists.

EXTENSION

Create and Label Drawings

Have students draw and label the plant cell and the animal cell shown on page 136. Then ask students to prepare a three-column table. Have students list plant cell structures in the first column and animal cell structures in the second column. Remind students that many of these structures are found in both plant and animal cells. In the third column, ask students to use their own words to state the function of each structure.

- Determine Conclusions
- Use Reasoning, Planning, and Evidence

Use Reasoning, Planning, and Evidence

Challenge students to research the use of intravenous saline solution to treat dehydration. Ask students to cite evidence supporting the use of IV saline solutions and challenge them to draw conclusions about why an intravenous saline solution is used instead of water.

LESSON REVIEW

SCIENCE

CHAPTER 5 - HEREDITY

5.1: GENETICS

MATERIALS

- CCB Science pages 174 - 197
- Website Activity: [An Inventory of My Traits](#)
- Website Activity: [Generations of Traits](#)
- Website Activity: [A Recipe For Traits](#)
- Website Activity: [Create a DNA Fingerprint](#)
- PowerPoint:

CCR STANDARDS

- 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.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

OBJECTIVES

- Relate genes to chromosomes
- Identify how traits are passed from parents to offspring
- Explain the structure and processes of DNA

KEY CONCEPT

- Genes carry the codes for human traits. They are located on chromosomes within the nucleus of every living cell.

VOCABULARY (WORD ANALYSIS)

<i>Tier 2</i>	<ul style="list-style-type: none"> ○ Dominant ○ Trait
<i>Tier 3</i>	<ul style="list-style-type: none"> ○ Chromosome ○ Genes ○ Genetics ○ Recessive
<i>Test Words</i>	<ul style="list-style-type: none"> ○ Prediction

INTERACTIVE STRATEGY**BEFORE LESSON****5.1: Genetics** - [An Inventory of My Traits](#)

Create a Survey of classroom traits; Yes or No answers. During survey introduce vocabulary: Trait, Dominant, Recessive

Create a graph; Make a scientific statement using the data. Challenge the use of a Fraction, Decimal, and Percentage to explain results.

5.2: Genotypes and Phenotypes**GUIDED PRACTICE****Genetics** - [Generations of Traits](#)

During activity introduce vocabulary: Purebred, Hybrid, Chromosome, Gene, Variation

Gregor Mendel**Purebred and Hybrid****Genes and Alleles****Human Traits Chromosomes and DNA****The Genetic Code** - [A Recipe For Traits](#)**CORE SKILL****Make Predictions**

Tell students that a prediction involves using your thinking and experience to make a guess about what will happen next. Then have students complete the activity as they read about Mendel's pea plant research. Ask students whether their predictions were correct.

Summarize Text

Have students apply the skills they learned in "Summarize Accurately" on page 177 to summarize page 179. Tell students to self-edit their work, making sure it contains facts only and not their own ideas or opinions.

EXTENSION**Retell**

Assign or have students choose a text excerpt from the lesson to retell in their own words. This is an opportunity to evaluate students' comprehension and ability to articulate information. Correct syntax as needed.

Design a Flow Chart to Show Critical Stages

Have students draw a flow chart that outlines Gregor Mendel's method for his landmark experiment on pea plants. Encourage students to use all the

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WRITING TOPIC

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WRITING PRACTICE

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vocabulary words from this lesson in the flow chart.

LESSON REVIEW

Write to Learn

Before students begin to write, ask them to recall your discussion of using summarization as a comprehension strategy. Then explain that pausing occasionally to make predictions about what they are reading is another effective strategy. Help students understand that predictions are based on existing knowledge, so they must understand a text before they can make predictions related to the text. After students have completed the write

SCIENCE

CHAPTER 6 - EVOLUTION

6.1: EVOLUTION

MATERIALS

- o CCB Mathematics pages 198 - 234

CCR STANDARDS

- o 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.
- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

OBJECTIVES

- o Understand the theory of evolutionary development
- o Recognize adaptations that enable organisms to survive in their environments
- o Understand the importance of fossil evidence

KEY CONCEPT

- o Fossils indicate that organisms have changed over time. The theory of evolution is scientists' best explanation for how those changes occur.

VOCABULARY (RELATE WORDS)

<i>Tier 2</i>	o Evidence
<i>Tier 3</i>	o Adaption o Evolution o Fossil o Mutation
<i>Test Words</i>	o

INTERACTIVE STRATEGY

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WRITING TOPIC

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BEFORE LESSON**6.1: Biological Evolution****6.2: Common Ancestry and Cladograms****6.3: Speciation****GUIDED PRACTICE****The History of Life****Darwin, Modified****Mutations****Fossils****Eras of Life on Earth****CORE SKILL****Identify Hypotheses**

Draw a framework for a flow chart on the board, beginning with the word hypothesis and ending with the word theory. Invite students to read the sidebar and then underline the words and phrases in the sidebar that describe what takes place after a hypothesis is proposed. Ask students to fill in the flow chart, using the underlined words and phrases (careful experimentation, investigation, and extensive and repeated testing) that occur before a hypothesis can be considered a theory.

Cite Textual Evidence

Review with students the first two paragraphs of the main text. Invite students to point out the sentences that supply specific evidence supporting the definition of fossil in the first sentence.

EXTENSION**Recognize Supporting Details**

Explain that to recognize the main idea and supporting details, students should ask themselves questions: What is each sentence about? Is there one sentence that tells about the whole paragraph or that is more important than the others? Help students identify the main ideas and supporting details in sections in which students may need more support

Summarize Darwin's Journey

Assign students to research the journey of the HMS Beagle, the ship on which Charles Darwin sailed to study evolution. Invite students to plot Darwin's course on a map and summarize each point with a quote or discovery that Darwin made. Students could also illustrate the discoveries on the map. Then

WRITING PRACTICE

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have them write a summarizing statement about the effect of the trip on Darwin's subsequent theory of evolution.

LESSON REVIEW**Write to Learn**

When students have finished writing their paragraphs, invite one or more student volunteers to share their paragraphs with the class. If students are having trouble thinking of supporting details to add to their paragraphs, read aloud a magazine or a newspaper article covering a current event and point out the descriptive details used by the writer.

SCIENCE

CHAPTER 6 - EVOLUTION

6.2: COMMON ANCESTRY AND CLADOGRAMS

MATERIALS

- o CCB Mathematics pages 210 - 219
- o Squiggles, Ziggles, and Zares
- o [NOVA Fish Sorting](#)

CCR STANDARDS

- o

OBJECTIVES

- o Describe the purpose of cladistics
- o Interpret a cladogram
- o Identify assumptions behind cladistics

KEY CONCEPT

- o Cladistics is an analytical method scientists use to hypothesize about the relationships among existing organisms. The foundation of the method is an agreement that members within any clade, or group, share a common evolutionary past.

VOCABULARY (RESPONSE)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Ancestry o Assumptions o Diverge
<i>Tier 3</i>	<ul style="list-style-type: none"> o Cladistics o Cladogram o Homologous o Phylogeny o Systematics o Taxonomy
<i>Test Words</i>	<ul style="list-style-type: none"> o

INTERACTIVE STRATEGY

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WRITING TOPIC

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BEFORE LESSON

GUIDED PRACTICE

What is Cladistics?

The Main Ideas Behind Cladistics

How Do you Make a Cladogram?

Ingroups and Outgroups

The Principle of Parsimony

The Parts of a Cladogram

CORE SKILL

Determine Meaning

Read the first two paragraphs with students. Discuss the text to be sure students understand how to apply the meanings of word parts to define new words.

Integrate Explanations with Visual Representations

Read the text with students. Then ask them to examine the Venn diagram. Ask students to explain how the diagram helps them identify two features that the nambaroo and kangaroo share. Afterward, ask students to name other ways the information could be presented visually.

EXTENSION

Clarify Language

Ask students to revisit the cladogram on page 212 and explain its meaning in their own words. Ask students to tell you what illustrations they would use to help explain each label, and have them justify their decisions.

Formulate Research Questions

Have students review the sidebar on page 213, the text on page 217, and the Write to Learn box on page 217. Ask students to write research questions related to the topics presented in those sections. Encourage students to select one of their questions to research and answer. Have students present their answers in the form of written explanations supported by at least one visual.

LESSON REVIEW

WRITING PRACTICE

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SCIENCE

CHAPTER 6 - EVOLUTION
6.3: SPECIATION

MATERIALS

- o CCB Mathematics pages 220 - 229
- o Squiggles, Ziggles, and Zares
- o [NOVA Fish Sorting](#)

CCR STANDARDS

o

OBJECTIVES

- o Identify different types and causes of speciation
- o Describe different kinds of evolution

KEY CONCEPT

- o Speciation refers to the evolutionary process by which new biological species form. The pressures of a different environment, the isolation of a population, or genetic changes that result in successful adaptations may lead to a species with characteristics unlike its ancestors.

VOCABULARY

Tier 2

- o Fossil Record
- o Gene Flow
- o Hierarchy
- o Lineage

Tier 3

- o Continental Drift
- o Incipient Species
- o Natural Selection
- o Speciation

Test Words

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INTERACTIVE STRATEGY

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WRITING TOPIC

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WRITING PRACTICE

BEFORE LESSON

GUIDED PRACTICE

Classifying Organisms

Lamarck and Darwin

Evolution and the Fossil Record

Continental Drift

Reproduction Isolation

Speciation

Allopatric Speciation

CORE SKILL

Determine Central Ideas

Read the opening paragraph aloud. Then invite volunteers to read each bulleted item aloud. Organize students into small groups and ask them to follow the bulleted steps as they reread the text on continental drift. Afterward, ask one person in each group to share their interpretation of the text's central idea. Discuss similarities and differences among groups' responses.

Analyze Text Structure

As a class, read all but the last paragraph in the text and review the clue words that signal particular types of text structure. Then read the last paragraph aloud, and give students time to search for examples of text structures in the parts of the lesson they have read and the parts that remain.

EXTENSION

Use Examples

Ask students to revisit the table on page 224. Ask students to explain how each kind of speciation process occurs by relying on specific examples presented in the text.

Predict Based on Models

Have students conduct research either independently or collaboratively into the geodynamic models that predict continental movement over the next several hundred million years. Ask students to draw and explain the changes that some scientists have predicted based on their models.

LESSON REVIEW

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Make Connections

Organize students into pairs. Ask each pair to imagine that they are recording a conversation between Lamarck and Darwin about how the giraffe came to have such a long neck. Have students identify and connect points of view by writing a conversation in the form of a dialogue between the two scientists. Encourage pairs to perform their dialogues.

SCIENCE

CHAPTER 9 - CHEMICAL PROPERTIES

9.1: MATTER

MATERIALS

- o CCB Mathematics pages 302 - 355
- o Worksheet: [Matter - Chemical or Physical](#)
- o PowerPoint: [Matter](#)
- o Experiment: Sugar Crystals

CCR STANDARDS

- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- o 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

OBJECTIVES

- o Recognize the four different states of matter
- o Distinguish between chemical and physical properties and changes
- o Explain the relationship between energy and states of matter

KEY CONCEPT

- o Matter is anything that has mass and takes up space. Matter exists on Earth in one of four states - solid, liquid, gas, or plasma

VOCABULARY

<i>Tier 2</i>	o Stimulation
<i>Tier 3</i>	o Chemical Property o Element o Matter o Physical Property o State of Matter
<i>Test Words</i>	o Conclusion

INTERACTIVE STRATEGY

- o Charts

WRITING TOPIC

BEFORE LESSON

9.1: Matter

9.2: The Atom

9.3: Compounds and Molecules

9.4: Chemical Reactions and Solutions

9.5: The Chemistry of Life

9.6: Chemical Equations

GUIDED PRACTICE

The States of Matter

Properties of Matter

Early Ideas About the Elements

CORE SKILL

Compare and Contrast Information

Read the text with students, and then ask them to compare and contrast the information they gather from both the diagram and the text. Afterward, invite students to discuss what they are able to observe in the illustrated simulation that they would not be able to observe in an experiment. Prompt students to recognize that in an experiment, they would be unable to see how a substance's particle structure changes as the environment changes.

Draw Conclusions

Read the text with students. Then organize students into small groups. Have each group review the list of changes and categorize them as chemical or physical changes. When students have completed the task, have someone from each group write the results on the board. Examine the results as a class, discussing and resolving any discrepancies that may exist. Encourage students to justify their decisions.

EXTENSION

Explain Connections

Revisit the concept map that students began building at the beginning of the lesson. Ask students to explain the connections they see in the map. Encourage students to add further information or clarify existing information.

Summarize a Multistep Procedure

Have students use print or online materials to find examples of science experiments that demonstrate changes of state. Ask students to select an

- Experiment: Sugar Crystals

WRITING PRACTICE

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experiment, such as producing sugar crystals on a string or clouds in a bottle. Have students gather the necessary materials, follow the procedure, collect data, and summarize their findings in a presentation.

LESSON REVIEW

SCIENCE

CHAPTER 9 - CHEMICAL PROPERTIES

9.2: THE ATOM

MATERIALS

- o CCB Mathematics pages 312 - 319
- o Video: [Our Friend the Atom](#)
- o Video: [Bill Bye - Atoms and Molecules \(1/2\)](#)
- o Video: [Bill Nye - Atoms and Molecules \(2/2\)](#)
- o Video: [PBS - Making Stuff Smarter](#)

CCR STANDARDS

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

OBJECTIVES

- o Describe the structure of an atom
- o Identify properties of the elements using the periodic table of the elements

KEY CONCEPT

- o Elements are made of tiny particles called atoms.

VOCABULARY

Tier 2	<ul style="list-style-type: none"> o Model o Neutral o Table
Tier 3	<ul style="list-style-type: none"> o Atom o Electron o Neutron o Proton
Test Words	<ul style="list-style-type: none"> o

INTERACTIVE STRATEGY

- o

WRITING TOPIC

BEFORE LESSON

GUIDED PRACTICE

Structure or the Atom

Atomic Number and Atomic Mass

Organizing the Elements

Using the Periodic Table

Why the Table Works

CORE SKILL

Cite Textual Evidence

Remind students that two or more related sentences can form a paragraph, and that each paragraph has a main idea. That main idea is normally stated, often in the first or last sentence. The remaining sentences contain factual details, or information that support the main idea. Explain that factual details represent textual evidence, and readers can cite textual evidence to answer questions and justify their answers. Have volunteers read and summarize the first two paragraphs. Then read aloud the directions presented in the third paragraph and give students time to complete the task. Afterward, ask students to identify the sentence that states the paragraph's main idea. (the first sentence) Then ask them to explain the purpose of the remaining sentences. (facts that support the main idea)

Apply Scientific Models

Provide students with small, round objects or candies to model the parts of an atom. If possible, provide different colors for protons, neutrons, and electrons. Have students read the text and complete the activity. Encourage students to be creative with their models while also maintaining accuracy. Allow students to compare their models.

EXTENSION

Interact with the Periodic Table

Invite students to explore Earth's elements through the use of an interactive periodic table like the one available through Wikipedia. Project the table and invite volunteers to come forward to select an element and click on it to learn the element's name and properties. Have students identify and share one important fact about each of the elements they choose.

Design a Game

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WRITING PRACTICE

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Challenge students to use a print or digital version of the periodic table to create a game to help younger learners learn about the relationship between atomic number and chemical and physical properties of elements. Have students focus on elements in groups I, II, VII, and VIII. Have students write the rules for their games, observe as players play their games,

LESSON REVIEW

SCIENCE

CHAPTER 10 - EARTH AND LIVING THINGS

10.1: CYCLES OF MATTER

MATERIALS

- CCB Mathematics pages 358 - 367
- PowerPoint: [Cycles in Ecosystems](#)

CCR STANDARDS

- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

OBJECTIVES

- Define a biogeochemical cycle
- Identify five kinds of biogeochemical cycles

KEY CONCEPT

○

VOCABULARY

Tier 2	<ul style="list-style-type: none"> ○ Producers ○ Weathering
Tier 3	<ul style="list-style-type: none"> ○ Algae ○ Biogeochemical Cycle ○ Detritivore ○ Nitrogen Fixers ○ Nutrient
Test Words	<ul style="list-style-type: none"> ○

INTERACTIVE STRATEGY

○

WRITING TOPIC

○

WRITING PRACTICE

- Have students review the text on the hydrologic cycle before beginning to write. Encourage students to make an outline before writing and

BEFORE LESSON

Ask students to identify the source of the oxygen they breathe and the water they drink. Then ask them to describe what they think happens to the carbon dioxide that they exhale. Based on their answers, assess how much students recall about the ways in which living things are connected to their environments and the manner in which nutrients are recycled. Ask students to list the three states of matter (gas, liquid, solid).

GUIDED PRACTICE

10.1 - Cycles of Matter

- What are Nutrients?
- Biogeochemical Cycles
- Decomposers and Biological Cycles
- The Carbon Cycle
- The Oxygen Cycle
- The Hydrologic Cycle
- The Nitrogen Cycle
- The Phosphorus Cycle

10.2 - Fossil Fuels

CORE SKILL

Follow a Multistep Procedure

Review the steps in the procedure for examining the rate of decomposition of rubber latex balloons. If possible, have students use activators and materials to complete the procedure. In either case, discuss the value of writing and following numbered steps. Explain the value of following such explicit instructions for a scientific investigation makes the investigation reproducible.

Draw Conclusions

Ask students to read the text and write a conclusion about oxygen levels in water where large amounts of phosphorus contribute to increased plant growth. Invite students to share their conclusions, citing text details and their own knowledge to support their ideas.

EXTENSION

Explain a Cycle

Ask students to select one of the cycles discussed in the lesson and explain it in their own words. If possible, project the cycle they choose on the board or a wall and give students the option of pointing to elements in the diagram as

use the outline to guide the development of their ideas.

they explain the process.

Interpret Information from a Graph

Have students conduct an online investigation to locate graphs summarizing water-use data in their town or state. Ask students to describe patterns or trends in the data and use the data to predict trends in the next decade. Invite students to share the graphs they found and explain their interpretations and predictions.

LESSON REVIEW

SCIENCE

CHAPTER 11 - EARTH

11.1: GEOLOGY

MATERIALS

- o CCB Mathematics pages 382 - 389
- o [NOAA | Lesson 13: Plate Tectonics I](#)

CCR STANDARDS

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

OBJECTIVES

- o Describe the structure of Earth
- o Relate movement of Earth's crust to geologic activity
- o Describe the three main types of rock and how they change in the rock cycle

KEY CONCEPT

- o Earth is made of several layers. Rocks change form in a never-ending process called the rock cycle.

VOCABULARY

Tier 2	o
Tier 3	<ul style="list-style-type: none"> o Igneous o Inner Core o Metamorphic o Outer Core o Rock Cycle o Sedimentary
Test Words	o

INTERACTIVE STRATEGY

o

WRITING TOPIC

o

WRITING PRACTICE**BEFORE LESSON**

Determine students' readiness for learning about geology by asking them to describe what they know about the different ways that rocks can form. Prompt students as needed to determine how much general information they can recall about the processes that form igneous, sedimentary, and metamorphic rock.

GUIDED PRACTICE**11.1: Geology**

- Earth's Structure
- Integrate Text and Visuals
- Movement of the Crust
- Weathering and Soil

11.2: Oceanography**11.3: Meteorology****CORE SKILL****Integrate Text and Visuals**

Review the Formation of a Volcano and the Path of Volcanic Islands diagrams with students. Ask students to describe the specific ways in which the diagrams integrate, or build in, and support the text.

21st Century Skill: Initiative and Self-Direction

Have students read the text and find the definition of initiative (the ability to take action and follow through on completing a task) in the first paragraph. Point out that initiative and self-direction are important in all careers. Ask students to describe examples of situations in which workers in different fields need these qualities. Challenge students to suggest reasons why they might be especially important for someone who works alone in his or her own business.

Apply Scientific Models

Have student volunteers share their new models of the rock-cycle process. Invite class members to review and critique the models. Help students remember that any model must show that some of the steps of the rock cycle can move in either direction. Remind students that scientists often use models to help people understand a concept that they cannot observe directly.

EXTENSION**Promote Interactive Learning**

- Invite students to describe why a map illustrating how to get to a location might be more helpful than a written description of how to find that location. For example, ask students if two people are likely to provide the same written description, or if two people are likely to point out the same landmarks along the way.

When dividing students into groups, make sure each group contains both English language learners and fluent English speakers. Ask pairs to say and define the boldfaced words in the lesson. Have one student say the word and the other define the word. Then have them switch tasks. Fluent speakers can help English language learners with difficult vocabulary by explaining complex topics in simpler terms.

Draw Conclusions about Earthquakes

Have students visit the US Geological Survey's Web site to learn more about earthquakes. Allow students to discover how many earthquakes occur around the world every day. Then have them create a world map indicating where the ten most recent earthquakes over a magnitude of 6.0 occurred. Have students compare the distribution of these ten earthquakes to the boundaries of tectonic plates shown in the Plates and Quakes map on page 386, and ask students to draw conclusions about the relative likelihood of earthquakes in these areas.

LESSON REVIEW

SCIENCE

CHAPTER 12 - THE COSMOS

12.1: EARTH'S ORIGINS

MATERIALS

- CCB Mathematics pages 410 - 429

CCR STANDARDS

- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 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.

OBJECTIVES

- Describe the unique characteristics of Earth that allow it to sustain life
- Sequence events in the development of Earth and the Moon

KEY CONCEPT

- Earth, which formed 4.6 billion years ago, has unique characteristics that allow it to support life.

VOCABULARY

<i>Tier 2</i>	○ habitable
<i>Tier 3</i>	○ mantle ○ nebula
<i>Test Words</i>	○ comprehension

INTERACTIVE STRATEGY

○

WRITING TOPIC

○

WRITING PRACTICE

- Invite students to share their written

BEFORE LESSON

Determine students' readiness for learning about Earth's origins by asking them to recall what they already know about how Earth was formed. Have students begin a KWL chart to connect what they already know, what they want to know, and what they will learn from the lesson.

GUIDED PRACTICE

12.1: Earth's Origins

- Earth and Its Origins
- Conditions for Life

12.2: Origins and the Universe

12.3: The Milky Way and the Solar System

12.4: Earth and Moon

CORE SKILL

Understand Science Texts

Before students begin reading the lesson, divide the class into teams of two. Ask one member of each team to read aloud the first paragraph on this page to the other team member, pausing to circle any word or phrase that seems confusing. When the first student is finished, direct the two team members to work together to look for descriptions, examples, or other context clues that can help the student better understand the text. Have team members switch roles and read the second paragraph.

Identify Hypotheses

Draw a flow chart with three boxes on the board (the third box should be large). In the first box, write the words Origins of Earth's Water. Have a volunteer write his or her summary of the current hypothesis in the second box of the flow chart. Invite students to research how scientists are investigating this hypothesis. Then have volunteers write a brief description of the investigations in the box following the hypothesis.

EXTENSION

Practice Pronunciation

Use the words in the vocabulary list to demonstrate pronunciation of multi-syllable words. After you have pronounced the words, ask students to do the same. Correct any mispronunciations.

Compare Science and Myths

Challenge students to investigate a myth or legend that describes how Earth

explanations of why they found a particular strategy effective for evaluating an online science article. Have them describe the strategy as steps in a sequence.

and the Moon came into existence. Suggest students compare what the myth or legend says to what they are learning and use a Venn diagram to compare the similarities and differences. (See the Graphic Organizer section of the Instructor Resource Binder for a blackline master of a Venn diagram.)

LESSON REVIEW

SCIENCE

CHAPTER 12 - THE COSMOS

12.2: ORIGINS OF THE UNIVERSE

MATERIALS

- CCB Mathematics pages 414 - 417

CCR STANDARDS

- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

OBJECTIVES

- Describe the big bang theory
- Discuss the origins of the elements that make up Earth

KEY CONCEPT

- According to the big bang theory, the universe began with an explosion of matter and energy from an extremely small and dense particle. The universe has been expanding ever since. Reactions that occur during the life cycle of a star form the elements found on Earth.

VOCABULARY

<i>Tier 2</i>	○ assumption
<i>Tier 3</i>	○ light-year ○ nebula ○ supernova
<i>Test Words</i>	○

INTERACTIVE STRATEGY

○

WRITING TOPIC

○

WRITING PRACTICE**BEFORE LESSON**

Invite students to recall what they learned about Earth's origins in the previous lesson. Ask questions, such as: How are crashing nebula related to the origins of stars and planets? What happened inside the clouds of gas and dust that led to the creation of the Sun and Earth? Students' answers will reveal their understanding of the enormous energy that leads to the birth of stars, the topic of this lesson.

GUIDED PRACTICE**12.1: Earth's Origins****12.2: Origins and the Universe**

- Origins of the Universe
- The Big Bang
- An Expanding Universe
- The "Life" of a Star
- Element Factories

12.3: The Milky Way and the Solar System**12.4: Earth and Moon****CORE SKILL****Core Skill: Apply Scientific Models**

Read the first paragraph of text with students. Then ask them to paraphrase the principle of Occam's Razor. Help students understand that observations can lead scientists to a simpler and more truthful explanation of an event. Read the last paragraph aloud, and ask students why, once scientists have formed an explanation, they continue to search for facts that support the explanation. Help students recognize that additional observations can further scientists' understanding of an event, or cause them to revise their thinking.

Determine the Conclusion of a Text

Read the text as a class. Invite several students to define the term assumption in their own words. As a class, review the lesson, seeking other examples of assumptions they can make based on the text.

EXTENSION**Revisit Vocabulary**

Write the words light-year, nebula, and supernova on the board. Ask students to explain each term in their own words, citing evidence from the text to support their explanations. Provide support, if necessary.

- Read the task aloud to help students understand that they may choose any news article of interest to them. Then while reading, they should highlight or note the article's main points and use those points to determine if the writer used them to write a conclusion. If students select articles with conclusions, help them understand that their task is to evaluate the strengths and weaknesses of those conclusions. However, if they select articles with no conclusions, they should use the main points they noted to write conclusions.

Show Time Scale

To help students gain an appreciation for the time scale involved in the formation of the universe, have them make a time line to show the following events: the big bang, formation of our solar system, and formation of Earth. Remind students to use a scale that can be shown with relative ease (for example, 1 inch = 1 billion years). Then they will write a summary explanation of the relationship between the events as illustrated on the time line.

LESSON REVIEW

SCIENCE

CHAPTER 12 - THE COSMOS

12.3: THE MILKEY WAY AND THE SOLAR SYSTEM

MATERIALS

- CCB Mathematics pages 418 - 423

CCR STANDARDS

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

OBJECTIVES

- Describe the Milky Way galaxy
- Identify the objects that make up the solar system
- Understand the definition of a planet

KEY CONCEPT

- Earth is one of eight planets that orbit the Sun in our solar system. Other objects in the solar system include asteroids, dwarf planets, and comets.

VOCABULARY

<i>Tier 2</i>	○ criteria
<i>Tier 3</i>	<ul style="list-style-type: none"> ○ asteroid ○ comet ○ galaxy ○ satellite ○ solar system
<i>Test Words</i>	○ bias

INTERACTIVE STRATEGY

-

WRITING TOPIC

-

WRITING PRACTICE

BEFORE LESSON

Determine students' readiness for learning about the Milky Way and the Solar System by gauging how much students can recall about the stars, constellations, and planets that make up the Milky Way galaxy. Ask students to share their ideas about what they think a planet is, and ask them why a star is not a planet.

GUIDED PRACTICE

12.1: Earth's Origins

12.2: Origins and the Universe

12.3: The Milky Way and the Solar System

- The Milky Way Galaxy
- The Solar System
- The Planets

12.4: Earth and Moon

CORE SKILL

Analyze Author's Purpose

Have students identify clues that help them determine that the lesson is informational text. Point out to students that topics are introduced at the beginnings of paragraphs, with details following in the subsequent sentences. For example, point out that the second paragraph introduces the concept of inner planets and then discusses their characteristics, while the third paragraph introduces the outer planets and then discusses their features.

Evaluate Conclusions

Guide students through the second paragraph on this page, which discusses Pluto's new classification as a dwarf planet. Ask students how and why Pluto was reclassified and guide them to the recognition that scientists reevaluate conclusions whenever new information becomes available.

EXTENSION

Recognizing Bias

To demonstrate author's bias, write two sentences on the board: one that is a fact and another that is an opinion. Ask a volunteer to identify which is which. Then have students write fact or opinion sentences and have others identify them.

Collect and Display Information about the Solar System

Have students make a mobile of the solar system, organizing the eight planets

- Ask students to discuss how they can identify the differences among informative text, entertaining text, and persuasive text. Invite student volunteers to read aloud the three paragraphs that they have written and challenge the rest of the class to identify the type of writing used in each paragraph.

at their relative distances from the Sun. Students should estimate the relative sizes of the planets and distinguish between the inner planets and the outer planets. Students can also include other celestial objects of their choosing. All of the pieces should be labeled. Allow them to do further research if they need additional information.

LESSON REVIEW

SCIENCE

CHAPTER 12 - THE COSMOS

12.4: EARTH AND THE MOON

MATERIALS

- o CCB Mathematics pages 418 - 423

CCR STANDARDS

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

OBJECTIVES

- o Relate Earth's motion to day and night and to the seasons
- o Discuss the characteristics that make Earth habitable for living things
- o Identify the interactions between the Earth, Sun, and Moon

THAT CAUSE THE PHASES OF THE MOON AND TIDES

KEY CONCEPT

- o Earth is in constant motion. It turns on its axis, causing the cycle of day and night. Earth's tilt on its axis and its movement around the Sun result in Earth's seasons. Earth's distance from the Sun makes it habitable, a place for living things.

VOCABULARY

<i>Tier 2</i>	<ul style="list-style-type: none"> o Interactions o Revolution o Rotation o tides
<i>Tier 3</i>	<ul style="list-style-type: none"> o habitable o phase
<i>Test Words</i>	<ul style="list-style-type: none"> o

BEFORE LESSON

Begin a concept map on the board or on a large sheet of paper attached to a wall. Draw a circle in the center of the map and label it Earth. Invite students to add information about Earth to the concept map, making as many connections as possible. Use students' contributions to the map to determine their readiness for the lesson.

GUIDED PRACTICE**12.1: Earth's Origins****12.2: Origins and the Universe****12.3: The Milky Way and the Solar System****12.4: Earth and Moon**

- Earth's Journey
- A Habitable Planet
- The Moon
- Tides

CORE SKILL**Cite Textual Evidence**

In their reading and discussion of the section "A Habitable Planet," students recorded the attributes that make Earth habitable. Ask students to return to their statements and cite specific evidence from the text to support their statements.

Apply Scientific Models

Read the text as a class and discuss the lunar cycle and what questions students may have about the existing models scientists use. Give students time to contact experts or consult print or online resources to find the answers to their questions. Encourage students to share their findings. As a class, discuss any discrepancies that students have found among their answers. Ask them to suggest ways to resolve these discrepancies.

EXTENSION**Explain the Seasons**

Explaining the occurrence of seasons is challenging for many students. While you use the globe to model Earth's revolution around the Sun, ask students to explain the differences in the angle of light reaching each part of the globe at different points along its orbit. You may want to use a flashlight to represent the Sun. Engage students in a discussion of how the changing angle of light

INTERACTIVE STRATEGY

◦

WRITING TOPIC

◦

WRITING PRACTICE

- Remind students that they are writing two paragraphs describing a favorite sport or hobby, and that each paragraph must have its own main idea supported by specific details. For example, if students write about playing tennis, the main idea of the first paragraph might be the sport's history, and the main idea of the second paragraph might be the current rules of the game.

results in seasons in the northern and southern hemispheres.

Collect and Display Data

Have students research the most effective and safest ways to observe a solar eclipse. Ask students to create a guide for viewing a solar eclipse that includes safety measures, viewing tips, and an explanation of why eclipses happen. Encourage students to illustrate their guides to assist in explaining important steps, precautions, or information.

LESSON REVIEW

SCIENCE	
MATERIALS	BEFORE LESSON
o CCB Mathematics pages	
CCR STANDARDS	GUIDED PRACTICE
o	
OBJECTIVES	CORE SKILL
o	
KEY CONCEPT	EXTENSION
o	
VOCABULARY	LESSON REVIEW
Tier 2 o	
Tier 3 o	
Test Words o	
INTERACTIVE STRATEGY	
o	
WRITING TOPIC	
o	
WRITING PRACTICE	
o	

SCIENCE	
MATERIALS	BEFORE LESSON
o CCB Mathematics pages	
CCR STANDARDS	GUIDED PRACTICE
o	
OBJECTIVES	CORE SKILL
o	
KEY CONCEPT	EXTENSION
o	
VOCABULARY	LESSON REVIEW
Tier 2 o	
Tier 3 o	
Test Words o	
INTERACTIVE STRATEGY	
o	
WRITING TOPIC	
o	
WRITING PRACTICE	
o	

SOCIAL STUDIES

5.1: BASIC ECONOMIC CONCEPTS

MATERIALS

- o CCB Mathematics pages 184 - 189
- o Worksheet: [Basic Economic Principles](#)
- o PowerPoint: [General Economic Principles](#)

CCR STANDARDS

- o

OBJECTIVES

- o Explain how scarcity requires people to make economic choices
- o Recognize that economic choices have costs
- o Analyze a production possibilities curve

KEY CONCEPT

- o Scarcity, which is a universal economic problem, requires individuals and societies to make choices about how to use their limited resources.

VOCABULARY

Tier 2	o Scarcity
Tier 3	o Factor of Production o Opportunity Cost o Production Possibilities Curve
Test Words	o Table

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o

BEFORE LESSON

Ask students whether they ever have too little time available to do all the things they want or need to do. Have them name examples of activities they have given up in order to do something else, and write their responses on the board. Explain that the challenge of having too little time (or money or other resources) to do all the things we want to do is an example of scarcity. Scarcity forces us to choose. A scarcity of money may force a choice between buying a needed textbook or a desired item of clothing, while a scarcity of time may mean choosing between studying or going out with friends. Tell students that in this lesson, they will learn about the economic

GUIDED PRACTICE

Scarcity and Choice

Choices Involve Costs

Graphing Opportunity Costs

CORE SKILL

Interpret Graphics

Explain that authors use graphics to present information in different ways. Sometimes graphics make it easier to understand an idea or concept. Have pairs of students use the table on page 184 to write a paragraph. They should use the first heading as their main idea and data from the table as the supporting details in their paragraphs. Have pairs exchange their paragraphs with another pair and check to make

Recognize Supporting Details

Explain that creating a web diagram is an effective way to recognize main idea and details in text. Have small groups of students create a web diagram about the "Choices Involve Costs" section, with the main idea in the middle and supporting details extending from it.

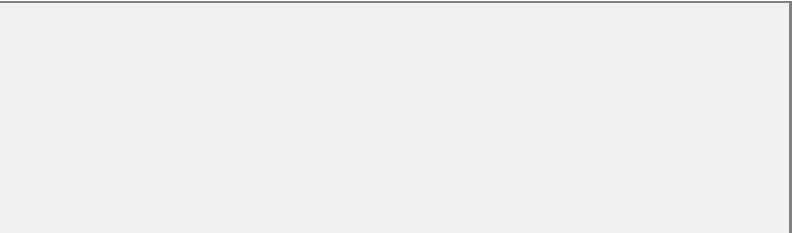
EXTENSION

Practice Word Stress

Have students look at the vocabulary words for this lesson. Help students to recognize the influence of the word endings - tzon and -ity on word stress. Have them practice reading sentences containing the vocabulary words, taking care to use correct word stress.

Apply Economic Concepts

Ask students to think of a scenario in their lives that involves opportunity cost. Then have them take that scenario and apply the concepts they learned in this lesson to create a production-possibilities table and graph showing the



options involved. For example, students might use the opportunity costs of time spent exercising versus time spent studying. Have them write a short paragraph explaining and analyzing their data. Common Core Basics: Social Studies

LESSON REVIEW

SOCIAL STUDIES

5.2: THE ROLE OF THE MARKET

MATERIALS

- o CCB Mathematics pages 190 - 195
- o Game: The Market System (DABC)

CCR STANDARDS

- o 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.
- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

OBJECTIVES

- o Explain demand and understand a demand curve
- o Explain supply and understand a supply curve
- o Analyze a market-equilibrium graph for a product

KEY CONCEPT

- o The forces of demand and supply create market prices for most products and resources in the US economy.

VOCABULARY

<i>Tier 2</i>	<ul style="list-style-type: none"> o Demand o Market o Money o Supply
<i>Tier 3</i>	<ul style="list-style-type: none"> o Market Equilibrium
<i>Test Words</i>	<ul style="list-style-type: none"> o Implied Main Idea

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o

BEFORE LESSON

Tell students that in a capitalist system, demand and supply help answer three basic economic questions: what to produce, how to produce, and for whom to produce. Write these questions on the board and help students understand them by using an example, such as this: What to produce: frozen yogurt; how to produce: in a shop using

GUIDED PRACTICE

Markets

Demand and the Law of Demand

Supply and the Law of Supply

Market Equilibrium

Government Intervention

CORE SKILL

Understand the Implied Main Idea

Remind students that an implied main idea is still a main idea. Explain that looking at the details helps point to the implied main idea. Use students' answers to the activity questions as the basis of a class discussion about the main idea of the paragraph.

Make Inferences

Tell students that making inferences often involves considering multiple perspectives on an issue. Thinking about how various entities or people might react to something can involve inference. You may choose to extend this exercise by having students research other price controls set by the US government.

EXTENSION

Understand Visuals

Have students work in pairs to explain to one another the tables and curves in this lesson, including how they interrelate. Check students' understanding of the graphics and of the concepts of supply and demand.

Develop a Logical Argument

Divide the class into two groups. Have one group investigate the arguments in favor of government price controls and have the other investigate the arguments against them. Tell both groups to cite evidence from both economic and social perspectives. Then moderate a class debate on the topic.

LESSON REVIEW



SOCIAL STUDIES

MATERIALS

- o CCB Mathematics pages 196 - 201

CCR STANDARDS

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

OBJECTIVES

- o Describe how the role of government in the economy has
- o expanded over time
- o Explain the roles of government in the economy
- o Understand how tax revenues pay for government programs

KEY CONCEPT

- o The role of government in the US economy has increased dramatically during the past century.

VOCABULARY

<i>Tier 2</i>	o Secession
<i>Tier 3</i>	o Limited Government o Public Goods o Transfer Payment
<i>Test Words</i>	o Analyze o Faulty Logic

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o Evaluate Reasoning (page 199)

WRITING PRACTICE

- o Write to Learn (Page 197)

5.3: THE ROLE OF THE GOVERNMENT

BEFORE LESSON

Work with students to recall what they have learned about the US economy. Ask them why they think the role of government in the US economy has expanded in the past century. If they struggle, mention Roosevelt's policies in response to the Great Depression and Johnson's Great Society programs. Have students create a time line tracing this expansion as they read "Government's Role in the Economy."

GUIDED PRACTICE

Government's Role in the Economy

The Four Roles of Government

Taxation: Paying for Government Programs

CORE SKILL

Evaluate Reasoning (page 198)

Provide students with an example of faulty logic from an advertisement or magazine. Work with students to identify the faulty logic and why it is not sound reasoning. When they complete the sidebar activity, invite students to share their examples and analyses with the class.

Evaluate Reasoning (page 199)

Have students create a clean final draft of their paragraph. Use these to compile a student pamphlet on public goods.

Analyze Information

Provide small groups of students with editorials on economics. Have them underline facts, circle the main idea, and decide whether the author has convinced them based on the facts.

EXTENSION

Proofread

Remind students to proofread their written work to find errors in capitalization, punctuation, grammar, spelling, and word choice. Tell them that it can be difficult to proofread your own work, especially in a language you are learning. One good strategy is to wait until the next day to do the proofreading. Another is to read the text aloud and listen to what you have written. Have them ask themselves: Does it sound like the English you hear around you? If not, they should check for errors.

Formulate a Plan

Have students write an editorial formulating a plan related to taxes proposing it, and developing a logical argument to support their proposal. They may feel that a particular tax, such as property tax, is unfair or unreasonable. They

	<p>may argue that certain taxes should be raised in order to fund a new government program or expand an existing one.</p> <p>LESSON REVIEW</p> <p>Write to Learn (Page 197)</p> <p>Analyzing information in a text on a passage involves evaluating the evidence provided and forming conclusions based on that evidence</p> <p>Read the “Great Depression and New Deal” on page 196. As you read, evaluate the reasons that the New Deal came about and the kinds of programs that were developed. Ask yourself, Why did the role of government in the US economy change during the 1930’s?</p> <p>Remind students to use facts and details to support their analysis. Have them double-check their reasoning to make sure they explain it thoroughly and that it is based in logic.</p>
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SOCIAL STUDIES

MATERIALS

- o CCB Mathematics pages 202 - 207

CCR STANDARDS

- o 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.

OBJECTIVES

- o Identify the functions of money and types of money
- o Recognize the components of the US money supply
- o Describe the role of banks and other financial institutions in the US economy
- o Explain how the US government regulates the banking system

KEY CONCEPT

- o Banks and other financial institutions connect people who want to save money with people who want to borrow money in a regulated US financial system

VOCABULARY

<i>Tier 2</i>	<ul style="list-style-type: none"> o Credit Union o Money Supply o Savings Institution
<i>Tier 3</i>	<ul style="list-style-type: none"> o Commercial Bank o Federal Reserve System o Flat Money
<i>Test Words</i>	<ul style="list-style-type: none"> o Adequate

INTERACTIVE STRATEGY

o

WRITING TOPIC

o

WRITING PRACTICE

5.4: MONEY AND FINANCIAL INSTITUTIONS

BEFORE LESSON

Ask students to identify different types of financial institutions in the United States (banks, credit unions). Invite volunteers to share what they know about such institutions. Use their comments to create a list of institutions and a brief description of each. Tell students that financial institutions have two basic functions: providing means of saving/investing and providing loans. Help students recognize the relationship between the two functions.

GUIDED PRACTICE

Money and Its Uses**The Money Supply****Financial Institutions****Government Oversight of Financial Institutions**

CORE SKILL

Evaluate Evidence

Have students complete this activity in pairs or small groups and then poll the class to compare answers. Resolve any differences as a class by evaluating the evidence in the passage.

Distinguish Fact from Opinion

Group students who wrote about the same institutions and have them compare and contrast the facts and opinions they found. Invite them to share interesting discoveries with the class.

EXTENSION

Summarize a Paragraph

Read to students the second paragraph under the heading "The Federal Reserve System" on page 205. Then go over the material again, using simpler language. Explain, for instance, what the word panic means in this context. Have students write a sentence summarizing the paragraph.

Distinguish Different Measurements

Have students investigate other ways that economists measure the US money supply and differentiate between them. For example, M2 and M3 include savings accounts, stocks, bonds, and retirement accounts. Challenge students to determine why these types of money are not included in the M1 money supply. Have them write a paragraph supporting their interpretation.

LESSON REVIEW

Write to Learn (Page 205)

Remind students to vary the words they use to express cause and effect.

○ Write to Learn (page 205)

Have them underline the cause-and-effect terms in their paragraphs. Ask them to use different terms to replace any repetitions.

SOCIAL STUDIES**MATERIALS**

- o CCB Mathematics pages 208 - 213

CCR STANDARDS

- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

OBJECTIVES

- o Compare the features of monopoly and competition
- o Understand how demand affects the price of goods and services

KEY CONCEPT

- o When only one seller offers a product, the seller determines the price and the level of service. When two or more sellers provide the same product to the same group of customers, the sellers must take customers' wants and needs into account.

VOCABULARY

<i>Tier 2</i>	<ul style="list-style-type: none"> o Competition o Demand o Innovation o Monopoly
<i>Tier 3</i>	<ul style="list-style-type: none"> o Barrier to Entry o Market Structure
<i>Test Words</i>	<ul style="list-style-type: none"> o Multiple-Meaning Word

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o Write to Learn (Page 211)

5.5: MONOPOLY AND COMPETITION**BEFORE LESSON**

Have students imagine that Mario's, an Italian restaurant a mile away, is the only place in town to get pizza. Tell them that Mario's pizza is delicious but expensive and that the restaurant does not deliver. Guide students in visualizing what may happen when Pizza Express-offering free delivery and lower prices opens nearby. (Possible responses: Mario's would lower its prices, offer discount coupons, and begin a delivery service.) Brainstorm why Mario's might take such steps. (Formerly a single seller, Mario's now faces competition and must appeal to its customers in new ways to keep their business.)

GUIDED PRACTICE**Monopolies and Competition****CORE SKILL****Determine Central Ideas**

When students have completed the exercise, pose each question aloud and work through the exercise as a class. Then direct students to go online to the business and financial sections of a major newspaper, such as The New York Times or The Washington Post. Have students answer the same questions regarding a business news article and invite volunteers to share their articles and responses with the class.

Interpret the Meaning of Words and Phrases

After students finish the exercise, tell them that the multiple-meaning words they are studying in the lesson also have the following meanings. Write the words and their meanings on the board in two columns. Ask students to match the terms in the left column with the meanings on the right.

barrier - request

competition - sell

demand - record

entry - fence

market - contest

EXTENSION**Read-Aloud Pairs**

Pair English language learners with fluent English speakers to read aloud the boxed text on page 210. Have the fluent English speakers read paragraph 1 aloud. Then reverse the roles to reread the same paragraph. Have the pairs continue this reading pattern through the four paragraphs of the passage. The fluent speakers should coach the English language learners when necessary.

	<p>Make Observations and Summarize Data</p> <p>Divide the class into small groups and invite groups to choose one of the following topics: John D. Rockefeller, Ida Tarbell, The History of the Standard Oil Company, trusts, the Sherman Antitrust Act. Ask the groups to do online research on how their topic relates to monopolies. Tell students to collect and organize data, make observations, and then interpret their data, draw conclusions, and summarize their findings. Finally, each group should make a presentation to the class, citing evidence to support their conclusions</p> <p>LESSON REVIEW</p> <p>Write to Learn (Page 211)</p> <p>Write a journal entry in which you tell about a personal experience you have had comparing the prices and features of two or more similar products. What factors most affected your final decision about which product to buy? Remind students to include features about each product that they found compelling enough to influence their purchasing decision. Ask them to mention whether their decision hinged on price alone or if there were product features that overcame price and led them to purchase a higher-priced item. After students have finished their entries, invite volunteers to share their entries with the class.</p>
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SOCIAL STUDIES

5.6: PROFIT

MATERIALS

- CCB Mathematics pages 214 -217

CCR STANDARDS

- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

OBJECTIVES

- Understand the factors influencing profit
- Explain the role of incentive in profit

KEY CONCEPT

- The possibility of increased profits encourages business owners to take risks, to expand, and to try various strategies that will increase productivity.

VOCABULARY

Tier 2	○ Incentive
	○ Interpret
	○ Morals
	○ Productivity
	○ Profit
Tier 3	○ Capital
Test Words	○ Text Structure

INTERACTIVE STRATEGY

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WRITING TOPIC

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WRITING PRACTICE

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BEFORE LESSON

Ask students why people work. Explain how a worker's desire to get paid parallels the desire of business owners to make a profit. Make sure students understand what motive means, and encourage them to memorize the phrase "profit motive." They should understand profit motive as the fundamental or most basic reason for economic activity in countries with capitalist economies like the United States. Ask students to share ideas about how businesses can make a profit. (Sample answers: produce a product that people want to buy, keep costs down) Write students' responses on the board and add to the list as the lesson progresses.

GUIDED PRACTICE

Making a Profit

The Role of Incentive in Making a Profit

CORE SKILL

Determine the Central Idea

When students have completed the activity, divide the class into small groups. Tell students to discuss a topic of their choosing, and as a group, write a paragraph that includes the central idea of the discussion in the first sentence and restates that idea near the end of the piece. If students have difficulty coming up with topics, suggest reality TV programs, the Harry Potter or Twilight series of books, finding a part-time job. Invite volunteers to share the groups' paragraphs with the class and have other students offer suggestions for revision.

Interpret Meaning

After students complete the activity, invite volunteers to read their sentences to the class. Then ask students to write at least three sentences that display a cause-and-effect structure. Tell students they may choose to write about an event that happened to them recently. (Sample answer: Because I was late for class, I decided not to go to the gas station. Half a mile from school, the car ran out of gas, so I had to walk back to the station to buy gas. This made me even later for class.)

EXTENSION

Restate the Key Concept

Focus students on the Key Concept for this lesson: The possibility of increased profits encourages business owners to take risks, to expand, and to try various strategies to increase productivity. Direct students to restate the Key Concept sentence in their own words. Ask them to also rewrite the concept in their own words. Then have student's trade papers with a partner

and have the partners discuss the papers with each other.

Categorize Factors of Production

Have students choose a type of business and go online to investigate the factors of production that must be controlled in order for the business owners to make a profit. If students have difficulty choosing a business or interpreting factors of production, suggest they categorize the following factors required for the operation of a doughnut shop: shop rental; wages for bakers and cashiers; purchase of mixers, ovens, deep fryers, refrigerators, display cases, flour, sugar, eggs, and other ingredients; payment for utilities; premium payments for fire and other insurance. When students have categorized the factors of production for the doughnut shop or other business of their choice, discuss as a class the factors of production used and how each business makes a profit.

LESSON REVIEW

SOCIAL STUDIES

5.7: PRODUCTIVITY AND INTERDEPENDENCE

MATERIALS

- o CCB Mathematics pages 218 - 223

CCR STANDARDS

- o 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.

OBJECTIVES

- o Define productivity as an economic concept
- o Explain economic interdependence
- o Describe the relationship between productivity and interdependence

KEY CONCEPT

- o Productivity and interdependence are fundamental economic concepts. Both productivity and interdependence have a direct effect on the US economy and on the economies of countries around the world.

VOCABULARY

<i>Tier 2</i>	<ul style="list-style-type: none"> o efficiently o input o output
<i>Tier 3</i>	<ul style="list-style-type: none"> o division of labor o interdependence o productivity o specialization
<i>Test Words</i>	<ul style="list-style-type: none"> o interpret

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

BEFORE LESSON

Students have learned the basics of economics, including how the profit incentive and the market structures of monopoly and competition operate. Ask students if they know what productivity and interdependence are. (Sample answers: being productive, making products; being dependent on other people) Tell students that productivity and interdependence play roles in today's economy. Productivity affects profit and interdependence describes the economic interaction among businesses worldwide. Explain that students will learn more about productivity and interdependence in this lesson

GUIDED PRACTICE

Production and Products**Interdependence in Economics****Productivity and Interdependence**

CORE SKILL

Interpret Words and Phrases in Text

Pair students to complete the exercise. When they are finished, invite volunteers from the pairs to share with the class the unfamiliar words they chose and explain how they applied the three techniques (definition, context, and substitution).

Research It

Follow Production After students complete the exercise, invite volunteers to present their findings to the class, pointing out the various locations in which materials and labor went into the production of the product they chose.

Interpret Meaning

Tell students that a word's etymology refers to the origin of the word. Looking up a word's etymology is similar to interpreting the parts of a word. Explain that, oftentimes, using the word in question as a key word along with "etymology" in an Internet search will help students quickly identify a word's parts and interpret a word's meaning. Once students finish defining the four words, invite volunteers to write four sentences on the board, with each sentence using one of the four terms.

EXTENSION

Translate Terms

Review the vocabulary words with students. For each word, assist students in translating it into their first languages. Once they are comfortable with the words, have pairs of students work together to make word flash cards with the English word on the front and the translated word on the back.

- Remind students that division of labor and specialization are related but are not exactly the same thing. Division of labor refers to the work being divided while specialization refers to workers focusing on one or a few things. Point out that, depending on the subject of their paragraph, workers may specialize in more than one task.

Investigate Interdependence

Ask students to assess the interdependence involved in the manufacture of a product such as a smartphone, a motorcycle, or a microwave oven. Tell them to go online and investigate the economic interdependence represented in its manufacturing process by categorizing the product's parts and labor (e.g., made from raw materials from Korea and the US, designed and machined in the US, assembled in Mexico). Invite students to share what they learn in brief oral presentations. Have class members offer critiques that students can use to revise their reports.

LESSON REVIEW

SOCIAL STUDIES**5.8: FISCAL AND MONETARY POLICY****MATERIALS**

- o CCB Mathematics pages 224 - 229

CCR STANDARDS

- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- o 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

OBJECTIVES

- o Define fiscal policy
- o Define monetary policy
- o Explain how fiscal and monetary policies help manage the economy

KEY CONCEPT

- o The federal government uses fiscal policies and monetary policies to manage the economy.

VOCABULARY

<i>Tier 2</i>	<ul style="list-style-type: none"> o Circulation o Expenditures o interest rate o revenue
<i>Tier 3</i>	<ul style="list-style-type: none"> o fiscal policy o monetary policy o national debt
<i>Test Words</i>	<ul style="list-style-type: none"> o inflation

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o Before students write their paragraphs, check their understanding of interest in this context.

BEFORE LESSON

In Lesson 5.3, students learned about the government's expanding role in the economy under President Roosevelt's New Deal. They also learned basic information about the government's role in stabilizing the economy through use of fiscal policy and monetary policy. Ask what students recall about how fiscal policy is used to control the economy. (Sample answer: by increasing taxes to pay for programs) Then ask how monetary policy is used to regulate the economy. (Sample answer: by adding or removing cash from the economy) Write student responses on the board. Tell students that they will learn more about fiscal policy and monetary policy in this lesson.

GUIDED PRACTICE**Federal Revenue and Expenditures****Fiscal Policies****Monetary Policy****The Federal Reserve System****CORE SKILL****Interpret Graphics**

Ensure students understand that circle graphs show 100 percent of whatever the graphs are displaying and that the two circle graphs on page 225 show 100 percent of federal income and 100 percent of federal spending. Pair students, then direct them to formulate and ask each other three to five questions about the graphs. Once you ensure everyone can read the graphs accurately, explain that students can break down their own income and expenses using circle graphs. Ask students to create a circle graph showing their income or expenditures. Invite students to share their graphs with their partners.

Conduct Research Projects

Guide students in using search engines to locate information about the American Recovery and Reinvestment Act. They should identify it as a fiscal policy designed to stimulate the economy. It is popularly known as the "Obama Stimulus," after President Barack Obama, who advocated the policy. Tell students to use these key words American Recovery and Reinvestment Act 2009 in their searches. Remind them that the most credible websites are those ending in .gov, .edu, and .org.

EXTENSION**Practice Difficult Words**

Have students practice reading difficult words from the boxed text on page 227. Have them mark syllable breaks. Read one sentence at a time and have

Tell them that the interest referred to is money they pay for car and house loans, not interest they earn. Higher interest rates means they will have to make higher loan payments.

students repeat, checking for accuracy as they do so.

Draw Conclusions about Tax

Increases Have small groups of students work together to investigate the effects that federal tobacco tax increases, such as the federal cigarette tax increase in 2009, have had on the sale of cigarettes over the years. Ask groups to consult several online sources and draw conclusions from them to present to the class.

LESSON REVIEW

SOCIAL STUDIES

5.9: CREDIT, SAVINGS, AND BANKING

MATERIALS

- CCB Mathematics pages 230 - 235

CCR STANDARDS

- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

OBJECTIVES

- Describe how to use a bank
- Recognize the importance of saving
- Explain the concept of credit and credit scores

KEY CONCEPT

- Personal financial management is a vital life skill.

VOCABULARY

<i>Tier 2</i>	<ul style="list-style-type: none"> ○ Deposit ○ withdraw
<i>Tier 3</i>	<ul style="list-style-type: none"> ○ checking account ○ credit score ○ savings account
<i>Test Words</i>	<ul style="list-style-type: none"> ○ financial planning

INTERACTIVE STRATEGY

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WRITING TOPIC

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WRITING PRACTICE

- When students have finished their journal entries, invite volunteers to share the steps they have written to improve their financial situation.

BEFORE LESSON

Assess students' understanding of basic personal finance by asking for their suggestions about what it means for someone to be "good with money." Write student responses on the board. Guide the class into a consensus that being "good with money" can mean being skilled at acquiring and keeping money and at making wise choices when spending it. Emphasize that being good with money is not a talent that they have to be born with. It is a set of skills that they can learn. Tell students that in this lesson, they will learn more about managing their finances.

GUIDED PRACTICE

Personal Finance

Banks and Checking Accounts

Saving for Your Future

Understanding Credit

CORE SKILL

Integrate Visual Information

As background to the activity, ask students the difference between necessities and luxuries. After students have completed the activity, lead the class in reaching a consensus about how using visual information in the form of a table made the exercise easier to complete and understand.

Interpret Meaning

When students have completed the exercise, invite volunteers to read each of their rhetorical questions to the class, followed by reading the part of the text on page 231 that provides the answer to the question.

Real World Connection: Understand Interest

When students complete the exercise, invite volunteers to share their calculations and write them on the board. Discuss how the apparent cost of an item can drastically increase if the merchandise is purchased on credit and the buyer pays only a portion of the bill each month.

EXTENSION

Reciting Topical Phrases

Pair English language learners with fluent English speakers. Ask students to write some common phrases they would need to use in a bank (e.g., "I would like to open a savings account, please"). Then have partners practice reciting the phrases to each other. Have the fluent English speaker suggest changes in wording, as appropriate.

Compare Interest Rates

<p>Remind them, however, not to divulge private account information and to use caution when discussing their personal financial affairs with other people.</p>	<p>Have groups of students go online and gather information regarding loan rates from local banks and credit unions. Tell them to determine the APR (annual percentage rate) on a loan of \$1,000 from two banks and two credit unions. Have students then compare the rates and point out differences between the rates from the different institutions. Once they have assessed their data, have the groups summarize the information and give a presentation to the class. Invite class members to critique the presentation and offer suggestions for revision.</p> <p>LESSON REVIEW</p>
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SOCIAL STUDIES

6.1: MAJOR ECONOMIC EVENTS

MATERIALS

- o CCB Mathematics pages 244 - 249

CCR STANDARDS

- o 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.
- o 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

OBJECTIVES

- o Identify the parts of the business cycle
- o Describe the Great Depression
- o Explain Keynesian economics

KEY CONCEPT

- o Understanding the business cycle and government spending will help you understand your own finances.

VOCABULARY

Tier 2	o Contraction
	o Depression
Tier 3	o Expansion
	o Peak
Test Words	o Recession
	o Trough
Tier 3	o Business Cycle
	o Great Depression
Test Words	o Gross Domestic Product (GDP)
	o

INTERACTIVE STRATEGY

- o

WRITING TOPIC

BEFORE LESSON

Ask students how they or others they know would meet their financial obligations if they lost their jobs and were not immediately able to find a new job. (Sample answer: by applying for unemployment benefits, also called unemployment compensation) Explain that the Social Security Act of 1935 established a federal program to administer states' unemployment compensation payments as well as payments to older Americans, among others.

GUIDED PRACTICE

Gross Domestic Product

The Business Cycle

The Great Depression

Keynesian Economics and the New Deal

CORE SKILL

Integrate Content Presented in Different Ways

When students complete the exercise, draw the business cycle diagram without labels on the board. Draw a deeper trough than the one shown on page 245. Invite volunteers to label the diagram with the terms boom, bust, peak, trough, and recession. When volunteers have finished labeling the diagram, discuss why the dip in the diagram is a trough and is also a recession.

Infer

When students complete the exercise, invite volunteers to tell the class what they inferred from the sentences referred to in the activity. Ask the volunteers to explain both why they inferred what they did and how they made their inferences.

Research It: Understand History

Ask students for the unemployment rates they found for 1933, 1945, 1980, 2010, and today. Write their responses on the board. Tell them that figures from the US Department of Labor, Bureau of Labor Statistics, show the following rates (rounded to the nearest percent): 1933: 25 percent, 1945: 2 percent; 1980: 7 percent; 2010: 10 percent. Discuss why the figures vary so widely. (Sample answers: In 1933, the United States was deep in the Great Depression, so unemployment was very high. At the end of World War II (1945), a postwar economic boom drove unemployment down. The 10 percent figure for 2010 shows the rate for the Great Recession.)

EXTENSION

○

WRITING PRACTICE

- When students complete the exercise, have them pair up and exchange papers. Have each partner critique the other student's paragraph and offer suggestions for revision.

Understand Idioms

Help students whose first language is not English to understand the business cycle idiom of "boom and bust" by labeling the business cycle diagram from page 245 with equivalent terms for GDP, boom, and bust in their languages of origin. Post the translated diagrams on the board for classmates to identify.

Develop a Logical

Argument Although the Social Security Act of 1935 helped ease some of the severe hardships of the Great Depression, many Americans, including Alf Landon, the Republican candidate for president in 1936, opposed the bill's passage. Tell half the class to research reasons that President Roosevelt wanted the Social Security Act passed and the other half to research reasons that some American business people and politicians like Landon opposed the measure. Tell each team to investigate their position on reputable websites (those including .gov, .edu, and .org). Instruct students to formulate logical arguments by assessing the data they find, drawing conclusions, and using credible evidence in support of their arguments. Then moderate a class debate on the issue.

LESSON REVIEW

SOCIAL STUDIES

MATERIALS

- o CCB Mathematics pages 250 - 255

CCR STANDARDS

- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- o 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

OBJECTIVES

- o Understand why the United States became industrialized
- o Learn about the positive and negative aspects of industrialism
- o and imperialism
- o Understand the motives behind imperialism

KEY CONCEPT

- o After the Civil War, the United States rapidly became an urban, industrial society. Then it wanted to expand its power by building a colonial empire.

VOCABULARY

<i>Tier 2</i>	<ul style="list-style-type: none"> o Corollary o Monopoly
<i>Tier 3</i>	<ul style="list-style-type: none"> o Imperialism o Industrialization
<i>Test Words</i>	<ul style="list-style-type: none"> o Main Idea

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o Before students begin, have them think about

6.2: INDUSTRIALIZATION AND IMPERIALISM

BEFORE LESSON

Have students identify ways that new technologies, such as smartphones and the Internet, have changed how we live. Tell them that after the Civil War, new technology enabled industry to grow quickly in cities throughout the United States. Ask them to suggest how this rapid industrialization might have changed US society. Write students' responses on the board for discussion. (Sample answers: People moved to the cities to work in factories. More settlers moved to live in the new states out west because of more efficient modes of transportation.)

GUIDED PRACTICE

Changes in Society

Workers and Farmers Respond

Imperialism

CORE SKILL

Analyze Events and Ideas

Call students' attention to the elements in the cartoon that reflect Rockefeller's values. What do they think the cartoonist's values are? Do they think the cartoonist's values differ from those of Rockefeller? (Sample answers: Rockefeller seems to think he is king of the world, sitting on a throne built of money and his oil monopoly. The cartoonist seems to think this is an unjust situation; his values seem to be quite different from Rockefeller's.) Invite volunteers to share the sentences they wrote in their notebooks.

Understand the Main Idea

Have students work with a partner to find the main idea of the paragraph. Tell them first to identify the topic of the paragraph and then to determine the main point the writer wants to make about that topic. Have one partner share their findings with the class.

21st Century Skill: Understand Current Events

Ask students to imagine that they are residents of the territory they chose. How would they feel about being controlled by the United States? Have volunteers give a brief presentation as a resident explaining why their territory should or should not be under US control.

EXTENSION

Word Families

Have students look at the boldfaced words on pages 250-253. Point out the words industrialization, urbanization, and mechanization. Ask students to list

ways in which a blog differs from a report. They may point out that a blog is a personal response to a situation, so it may include different information and have a different tone. Also, its purpose may be different from that of a report. Sample answers may describe a different language spoken by the new government's leaders and that language being imposed upon the media, schools, and the public. Perhaps different foods are appearing in the markets while familiar foods are disappearing. Different modes of dress may be favored by people within the new government.

all the forms they can think of for each word (for example, industry, industrial, industrialize, industrialization or urban, urbanize, urbanization). Discuss what part of speech each word is and how the two noun forms, if there are two, differ in meaning. Have students work in pairs to come up with similar groups of words.

Develop a Logical Argument

Hold a student debate. Write two or three proposals on the board, such as "The US should annex Mexico" or "The US should annex Canada." Then divide students into an even number of groups. Assign each group a proposal to investigate and a position to take (for or against). Have the groups investigate historic and economic aspects of their topic to formulate arguments and cite evidence in support of their position. Each group should create a formal opening statement, develop a logical series of arguments, reserve material for use in rebuttal, and summarize their arguments in a one-minute closing statement. Poll the audience before and after the debate to see whether their minds have been changed by the teams' arguments.

LESSON REVIEW

*SOCIAL STUDIES**MATERIALS*

- o CCB Mathematics pages 256 - 261

CCR STANDARDS

- o 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- o 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

OBJECTIVES

- o Describe the Scientific and Industrial Revolutions
- o Describe the Digital and Transportation Revolutions
- o Identify the current impact of these revolutions

KEY CONCEPT

- o Today's world has been shaped by the technological advances of the Scientific Revolution, the Industrial Revolution, the Transportation Revolution, and the Digital Revolution.

VOCABULARY

<i>Tier 2</i>	<ul style="list-style-type: none"> o Era o Fundamental o Revolution o Theory
<i>Tier 3</i>	<ul style="list-style-type: none"> o Digital Revolution o Industrial Revolution o Scientific Revolution o Transportation Revolution
<i>Test Words</i>	<ul style="list-style-type: none"> o Analyze

INTERACTIVE STRATEGY

- o

6.3: SCIENTIFIC AND INDUSTRIAL REVOLUTIONS**BEFORE LESSON**

Ask students if they know what a revolution is. If they are not sure, offer some ideas (a drastic change in government, a sudden shift to a new way of doing things). Write the word revolution on the board and guide the class into defining it as "a sudden and dramatic change." Challenge students to name revolutions in various areas of life, such as in music (the introduction of rock and roll), in history (the American Revolution), and in clothing (the creation of synthetic fabric). If students can grasp the concept of these revolutions, they will be prepared to grasp the revolutions discussed in this lesson.

GUIDED PRACTICE**A Revolution in Your Hand****The Scientific Revolution****The Industrial Revolution****The Transportation Revolution****The Digital Revolution****CORE SKILL****Sequence Events**

Talk to students about proportionality and scale on time lines. Explain that a good time line will have a consistent amount of space allotted to each length of time. For example, if an inch on the time line represents ten years on the left side of the time line, it should represent ten years everywhere on the time line. Make sure students' time lines are constructed accordingly.

Analyze Events and Ideas

Point out to students that the questions in the activity are focusing on causes and effects. A cause is what makes something happen; an effect is what happens because of a cause. Point out that effects often become causes themselves, leading to new effects. Challenge students to point out how "mills were built" is both the effect of one thing (the need for water to power machinery) and the cause of another effect (the growth of towns).

Workplace Connection: Compare Tasks

Tell students to think about how they write a research report. Ask them what sources they use, how they find them, and how they write the reports-by hand, on a computer, or using another device? Then have students offer suggestions for how they think people wrote reports a hundred years ago. Point out that they would have had to use only print books and write on paper by hand or on an early manual typewriter. Explain that these major differences exist in many areas of life, especially in the modern workplace.

WRITING TOPIC

○

WRITING PRACTICE

- Tell students that they should spend a few minutes thinking about the assignment before they begin. To complete the activity, students need to select a device and to fully understand the four revolutions mentioned in the lesson. If students find any of these things missing from their inventory, they need to obtain the information before they begin the assignment.

EXTENSION

Recall and List Key Events

Direct students to recall and list the four revolutions explained in the lesson- Scientific, Industrial, Transportation, and Digital. Pair students with fluent English speakers and have them verbally state why each revolution was important.

Hypothesize about the Future

No one knows for certain what the future holds, but have students hypothesize about it. Do students expect things to gradually change, or might there be another revolution? What might that revolution be? Encourage class participation and tell students to focus on developing logical arguments to support what they forecast.

LESSON REVIEW

SOCIAL STUDIES	
MATERIALS	BEFORE LESSON
o CCB Mathematics pages	
CCR STANDARDS	GUIDED PRACTICE
o	
OBJECTIVES	CORE SKILL
o	
KEY CONCEPT	EXTENSION
o	
VOCABULARY	LESSON REVIEW
Tier 2 o	
Tier 3 o	
Test Words o	
INTERACTIVE STRATEGY	
o	
WRITING TOPIC	
o	
WRITING PRACTICE	
o	

SOCIAL STUDIES	
MATERIALS	BEFORE LESSON
o CCB Mathematics pages	
CCR STANDARDS	GUIDED PRACTICE
o	
OBJECTIVES	CORE SKILL
o	
KEY CONCEPT	EXTENSION
o	
VOCABULARY	LESSON REVIEW
Tier 2 o	
Tier 3 o	
Test Words o	
INTERACTIVE STRATEGY	
o	
WRITING TOPIC	
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WRITING PRACTICE	
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