Green Township School District Grade 5 Science Curriculum - Revised 2017

Pacing: approx. 4 weeks

Unit 1: Matter and Its Interactions- Physical Properties and Measurement

Standards and Suggested Activities		Skills and Knowledge
5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen. **5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.** **5-PS1-3. Make observations and measurements to identify materials based on their properties.** **MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.**	• classification activity • mass lab • volume lab • density lab • temperature lab • group kinesthetic activities • Classroom demonstrations	Students will be able to: • measure the mass and volume of materials using appropriate science instruments • calculate the density of various materials. • describe the action of particles for the different states of matter. • measure and graph the temperature and mass of material to demonstrate the conservation of mass. • describe matter in terms of its physical properties. Students will be proficient in the use of: • pan-balance scale • volume measurement using linear measure and displacement • thermometer • rounding strategies to the nearest 0.1 • formulas

District/School Formative Assessment Plan	District/School Summative Assessment Plan
• Class discussions in which student share prior knowledge	• Teacher-created quizzes • Teacher-created unit assessments • Labs
Core Instructional Materials	**District/School Supplementary Resources**
• *Glencoe iScience- Physical Science Series* (Mcgraw-Hill Companies, Inc. 2012)	• Discovery Education videos • Glencoe ConnectEd online resources

Interdisciplinary Connections throughout the K-12 Curriculum

Mathematics

5.NBT.A.1 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5-PS1-1)
5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (5-PS1-1) **5.MD.A.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. (5-PS1-2)
5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (5-PS1-1)
5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (5-PS1-1)

English-Language Arts:

RI.5.7. *Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.*
RI.5.8. *Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).*
RF.5.4. *Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.*
W.5.2*. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*
A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Provide a conclusion related to the information of explanation presented.
W.5.4. *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)*
W.5.5. *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*
W.5.8. *Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.*
W.5.9*. Draw evidence from literary or informational texts to support analysis, reflection, and research.*
B. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Integration of 21st Century Themes and Skills	
21st Century Skills/ Career Ready Practices:	**CRP1. Act as a responsible and contributing citizen and employee.** **CRP2. Apply appropriate academic and technical skills.** **CRP3. Attend to personal health and financial well-being.** **CRP4. Communicate clearly and effectively and with reason.** **CRP5. Consider the environmental, social and economic impacts of decisions.** **CRP6. Demonstrate creativity and innovation.** **CRP7. Employ valid and reliable research strategies.** **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.** **CRP9. Model integrity, ethical leadership and effective management.** **CRP10. Plan education and career paths aligned to personal goals.** **CRP11. Use technology to enhance productivity.**

	CRP12. Work productively in teams while using cultural global competence.
2014 Technology Standards	
2014 NJ Technology Standards:	**8.1 Educational Technology** (Word | PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming** (Word | PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Please see relevant projects for technology standards 8.1 and 8.2:

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities *(content, process, product and learning environment)*

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.

- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.

- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Pacing: 5 weeks	Unit 2: Matter and its Interactions: Classification of Matter- Atoms, Compounds, and Mixtures	
Standards and Suggested Activities		**Skills and Knowledge**
5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen. **5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.** **5-PS1-3. Make observations and measurements to identify materials based on their properties.** **5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances**	• **group kinesthetic activities** • **Classroom demonstrations** • **Classification of matter lab** • **Element project** • **Heterogeneous vs. homogeneous mixtures activity** • **Separation of a mixture activity**	**Students will be able to:** • **identify/distinguish the different parts of an atom.** • **use the periodic table of elements to describe atomic structure of an element's atoms.** • **distinguish/identify materials as elements, compounds, or mixtures.** • **distinguish between a chemical and physical change.**

District/School Formative Assessment Plan	District/School Summative Assessment Plan
• **Class discussions in which student share prior knowledge**	• **Teacher-created quizzes** • **Teacher-created unit assessments** • **Labs** • **Projects**
Core Instructional Materials	**District/School Supplementary Resources**
• *Glencoe iScience Physical Science Series* **(Mcgraw-Hill Companies, Inc. 2012)**	• **Discovery Education videos** • **SMARTboard periodic table application** • **Glencoe ConnectEd online resources**

Interdisciplinary Connections throughout the K-12 Curriculum

Mathematics

5.NBT.A.1 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5-PS1-1)
5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (5-PS1-1) **5.MD.A.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. (5-PS1-2)
5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (5-PS1-1)
5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (5-PS1-1)

English-Language Arts:

RI.5.7. *Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.*
RI.5.8. *Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).*
RF.5.4. *Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.*
W.5.2*. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*
A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Provide a conclusion related to the information of explanation presented.
W.5.4. *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)*
W.5.5. *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*
W.5.8. *Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.*
W.5.9*. Draw evidence from literary or informational texts to support analysis, reflection, and research.*
B. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Integration of 21st Century Themes and Skills	
21st Century Skills/ Career Ready Practices:	**CRP1. Act as a responsible and contributing citizen and employee.** **CRP2. Apply appropriate academic and technical skills.** **CRP3. Attend to personal health and financial well-being.** **CRP4. Communicate clearly and effectively and with reason.** **CRP5. Consider the environmental, social and economic impacts of decisions.** **CRP6. Demonstrate creativity and innovation.** **CRP7. Employ valid and reliable research strategies.** **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.** **CRP9. Model integrity, ethical leadership and effective management.** **CRP10. Plan education and career paths aligned to personal goals.** **CRP11. Use technology to enhance productivity.** **CRP12. Work productively in teams while using cultural global competence.**

2014 Technology Standards	
2014 NJ Technology Standards:	**8.1 Educational Technology** (Word | PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming** (Word | PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Please see relevant projects for technology standards 8.1 and 8.2:

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities *(content, process, product and learning environment)*

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes

- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.

- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Pacing: 5 weeks	Unit 3: Space- Exploring Space	
Standards and Suggested Activities		**Skills and Knowledge**
5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down. **MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials** **3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.** **3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.** **3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.**	• Group kinesthetic activities • Classroom demonstrations • Satellite engineering activity • Laser activity • Telescope activity	Students will be able to: • explain how a telescope works. • distinguish between reflection and refraction • identify and describe the effect of gravity on an object on Earth and in Space. • classify and describe the various waves of the electromagnetic (EM) spectrum. • describe the effect of EM waves on various materials. • explain how an understanding of EM waves helps humans learn about and explore space. • design a satellite to meet pre-determined performance requirements given material, cost, time, and energy constraints. • trace the history of human space exploration.
District/School Formative Assessment Plan		**District/School Summative Assessment Plan**
• **Class discussions in which student share prior knowledge**		• **Teacher-created quizzes** • **Teacher-created unit assessments** • **Labs**
Core Instructional Materials		**District/School Supplementary Resources**
• *Glencoe iScience Earth and Space Science Series* **(Mcgraw-Hill Companies, Inc. 2012)**		• **Discovery Education videos** • **Glencoe ConnectEd online resources**

Interdisciplinary Connections throughout the K-12 Curriculum
Mathematics ***MP.2*** *Reason abstractly and quantitatively. (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3)* ***MP.4*** *Model with mathematics. (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3)* ***MP.5*** *Use appropriate tools strategically. (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3)* ***3-5.OA*** *Operations and Algebraic Thinking (3-5-ETS1-1),(3-5-ETS1-2)* ***English-Language Arts:*** ***RI.5.7.*** *Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.* ***RI.5.8.*** *Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).* ***RF.5.4.*** *Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.* ***W.5.2****. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.* *A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.* *B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.* *C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).* *D. Use precise language and domain-specific vocabulary to inform about or explain the topic.* *E. Provide a conclusion related to the information of explanation presented.* ***W.5.4.*** *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)* ***W.5.5.*** *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.* ***W.5.8.*** *Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.* ***W.5.9****. Draw evidence from literary or informational texts to support analysis, reflection, and research.* *B. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").*

Integration of 21st Century Themes and Skills	
21st Century Skills/ Career Ready Practices:	**CRP1. Act as a responsible and contributing citizen and employee.** **CRP2. Apply appropriate academic and technical skills.** **CRP3. Attend to personal health and financial well-being.** **CRP4. Communicate clearly and effectively and with reason.** **CRP5. Consider the environmental, social and economic impacts of decisions.** **CRP6. Demonstrate creativity and innovation.** **CRP7. Employ valid and reliable research strategies.** **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.** **CRP9. Model integrity, ethical leadership and effective management.** **CRP10. Plan education and career paths aligned to personal goals.** **CRP11. Use technology to enhance productivity.** **CRP12. Work productively in teams while using cultural global competence.**
2014 Technology Standards	

2014 NJ Technology Standards:	**8.1 Educational Technology** (Word | PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming** (Word | PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Please see relevant projects for technology standards 8.1 and 8.2:

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities *(content, process, product and learning environment)*

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Pacing: 4 weeks	**Unit 4: Space- Sun, Earth, Moon System**	
Standards and Suggested Activities		**Skills and Knowledge**
MS-ESS1-1. Develop and use a model of the Earth-Sun-Moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	• **group kinesthetic activities** • **Classroom**	Students will be able to: • demonstrate the cyclical motion of the earth's revolution and rotation around the sun.

MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. **MS-ESS1-3. Analyze and interpret data to determine scale properties of objects in the solar system.** **5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down** **5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.**	**demonstrations** ● **Moon phase activity**	● identify the relationship between the earth's tilt and the seasons. ● distinguish between solar and lunar eclipses. ● explain causes of the tides. ● identify and describe the moon phases. ● describe the role of gravity in celestial movement. ● explain how seasonal changes affect the sun's angle and shadows.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
● Class discussions in which student share prior knowledge	● Teacher-created quizzes ● Teacher-created unit assessments ● Labs
Core Instructional Materials	**District/School Supplementary Resources**
● *Glencoe iScience Earth and Space Science Series* (Mcgraw-Hill Companies, Inc. 2012)	● Discovery Education videos ● Glencoe ConnectEd online resources

Interdisciplinary Connections throughout the K-12 Curriculum

Mathematics

MP.2 *Reason abstractly and quantitatively. (5-ESS1-1),(5-ESS1-2)(5-ESS3-1) (MS-ESS1-3)*
MP.4 *Model with mathematics. (5-ESS1-1),(5-ESS1-2) (5-ESS3-1)(MS-ESS1-1),(MS-ESS1-2)*
5.NBT.A.2 *Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5-ESS1-1)*
5.G.A.2 *Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5-ESS1-2)*
6.RP.A.1 *Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (MS-ESS1-1), (MS-ESS1-2), (MS-ESS1-3)*
7.RP.A.2 *Recognize and represent proportional relationships between quantities. (MS-ESS1-1),(MS-ESS1-2),(MS-ESS1-3)*
6.EE.B.6 *Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (MS-ESS1-2),(MS-ESS1-4)*
7.EE.B.4 *Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (MS-ESS1-2),(MS-ESS1-4)*

English-Language Arts:

RI.5.7. *Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.*

RI.5.8. *Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).*

RF.5.4. *Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.*

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

A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.

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

C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

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

E. Provide a conclusion related to the information of explanation presented.

W.5.4. *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)*

W.5.5. *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*

W.5.8. *Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.*

W.5.9*. Draw evidence from literary or informational texts to support analysis, reflection, and research.*

B. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Integration of 21st Century Themes and Skills	
21st Century Skills/ Career Ready Practices:	**CRP1. Act as a responsible and contributing citizen and employee.** **CRP2. Apply appropriate academic and technical skills.** **CRP3. Attend to personal health and financial well-being.** **CRP4. Communicate clearly and effectively and with reason.** **CRP5. Consider the environmental, social and economic impacts of decisions.** **CRP6. Demonstrate creativity and innovation.** **CRP7. Employ valid and reliable research strategies.** **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.** **CRP9. Model integrity, ethical leadership and effective management.** **CRP10. Plan education and career paths aligned to personal goals.** **CRP11. Use technology to enhance productivity.** **CRP12. Work productively in teams while using cultural global competence.**
2014 Technology Standards	
2014 NJ Technology Standards:	**8.1 Educational Technology** (Word | PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

	(Word | PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Please see relevant projects for technology standards 8.1 and 8.2:

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities *(content, process, product and learning environment)*

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes

- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Pacing: 4 weeks	**Unit 5: Space- Solar System**	
Standards and Suggested Activities		**Skills and Knowledge**
MS-ESS1-1. Develop and use a model of the Earth-Sun-Moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. **MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.**	• group kinesthetic activities • Classroom demonstrations • Scale of solar system activity • Planet research project • Meteor dance activity	Students will be able to: • Describe how gravity affects the motion of planets and other celestial objects in the solar system. • distinguish among planets based on their characteristics. • compare and contrast the scale of size and distance of each planet relative to the sun. • explain the differences between the inner rocky planets and the outer gas giants. • discuss various theories pertaining to the origin of the solar system and universe. • identify and describe other solar-orbiting objects.

MS-ESS1-3. Analyze and interpret data to determine scale properties of objects in the solar system.		

District/School Formative Assessment Plan	District/School Summative Assessment Plan
● Class discussions in which student share prior knowledge	● Teacher-created quizzes ● Teacher-created unit assessments ● Labs/ project
Core Instructional Materials	**District/School Supplementary Resources**
● *Glencoe iScience Earth and Space Science Series* (Mcgraw-Hill Companies, Inc. 2012)	● Discovery Education videos ● Glencoe ConnectEd online resources

Interdisciplinary Connections throughout the K-12 Curriculum

Mathematics:

MP.2 *Reason abstractly and quantitatively. (MS-ESS1-3)*

MP.4 *Model with mathematics. (MS-ESS1-1),(MS-ESS1-2)*

6.RP.A.1 *Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (MS-ESS1-1), (MS-ESS1-2), (MS-ESS1-3)*

7.RP.A.2 *Recognize and represent proportional relationships between quantities. (MS-ESS1-1),(MS-ESS1-2),(MS-ESS1-3)*

6.EE.B.6 *Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (MS-ESS1-2),(MS-ESS1-4)*

7.EE.B.4 *Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (MS-ESS1-2),(MS-ESS1-4)*

English-Language Arts:

RI.5.7. *Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.*

RI.5.8. *Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).*

RF.5.4. *Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.*

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

A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.

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

C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

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

E. Provide a conclusion related to the information of explanation presented.

W.5.4. *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)*

W.5.5. *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*

W.5.8. *Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.*
W.5.9*. Draw evidence from literary or informational texts to support analysis, reflection, and research.*
B. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Integration of 21st Century Themes and Skills	
21st Century Skills/ Career Ready Practices:	**CRP1. Act as a responsible and contributing citizen and employee.** **CRP2. Apply appropriate academic and technical skills.** **CRP3. Attend to personal health and financial well-being.** **CRP4. Communicate clearly and effectively and with reason.** **CRP5. Consider the environmental, social and economic impacts of decisions.** **CRP6. Demonstrate creativity and innovation.** **CRP7. Employ valid and reliable research strategies.** **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.** **CRP9. Model integrity, ethical leadership and effective management.** **CRP10. Plan education and career paths aligned to personal goals.** **CRP11. Use technology to enhance productivity.** **CRP12. Work productively in teams while using cultural global competence.**
2014 Technology Standards	
2014 NJ Technology Standards:	**8.1 Educational Technology** (Word | PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming** (Word | PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Please see relevant projects for technology standards 8.1 and 8.2:

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities *(content, process, product and learning environment)*

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.

- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.

- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Pacing: 3 weeks	**Unit 6: Space- Stars and Galaxies**	
Standards and Suggested Activities		**Skills and Knowledge**
MS-ESS1-1. Develop and use a model of the Earth-Sun-Moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. **MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system** **MS-PS4-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.**	• group kinesthetic activities • Classroom demonstrations • Hertzsprung-Russell activity	Students will be able to: • compare distances within the universe in terms using Au's and light-years. • describe the relationship between luminosity, distance, and apparent magnitude of stars. • classify stars based on their temperature, color, and mass using the Hertzsprung-Russell diagram. • explain the life cycle of a star. • locate the position of our solar system within the Milky Way galaxy. • classify the different types of galaxies.
District/School Formative Assessment Plan		**District/School Summative Assessment Plan**
• Class discussions in which student share prior knowledge		• Teacher-created quizzes • Teacher-created unit assessments • Labs
Core Instructional Materials		**District/School Supplementary Resources**

• *Glencoe iScience Earth and Space Science Series* (Mcgraw-Hill Companies, Inc. 2012)	• Discovery Education videos • Glencoe ConnectEd online resources

Interdisciplinary Connections throughout the K-12 Curriculum
Mathematics: ***MP.2*** *Reason abstractly and quantitatively. (MS-PS4-1)* ***MP.4*** *Model with mathematics. (MS-ESS1-1),(MS-ESS1-2)(MS-PS4-1)* ***6.RP.A.1*** *Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (MS-ESS1-1), (MS-ESS1-2), (MS-PS4-1)* ***6.RP.A.3*** *Use ratio and rate reasoning to solve real-world and mathematical problems. (MS-PS4-1)* ***7.RP.A.2*** *Recognize and represent proportional relationships between quantities. (MS-ESS1-1),(MS-ESS1-2) (MS-PS4-1)* ***6.EE.B.6*** *Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (MS-ESS1-2)* ***7.EE.B.4*** *Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (MS-ESS1-2)* ***8.F.A.3*** *Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. (MS-PS4-1)* ***English-Language Arts:*** ***RI.5.7.*** *Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.* ***RI.5.8.*** *Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).* ***RF.5.4.*** *Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.* ***W.5.2****. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.* *A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.* *B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.* *C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).* *D. Use precise language and domain-specific vocabulary to inform about or explain the topic.* *E. Provide a conclusion related to the information of explanation presented.* ***W.5.4.*** *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)* ***W.5.5.*** *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.* ***W.5.8.*** *Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.* ***W.5.9****. Draw evidence from literary or informational texts to support analysis, reflection, and research.* *B. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").*

Integration of 21st Century Themes and Skills	
21st Century Skills/ Career Ready Practices:	**CRP1. Act as a responsible and contributing citizen and employee.** **CRP2. Apply appropriate academic and technical skills.**

	CRP3. Attend to personal health and financial well-being. **CRP4. Communicate clearly and effectively and with reason.** **CRP5. Consider the environmental, social and economic impacts of decisions.** **CRP6. Demonstrate creativity and innovation.** **CRP7. Employ valid and reliable research strategies.** **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.** **CRP9. Model integrity, ethical leadership and effective management.** **CRP10. Plan education and career paths aligned to personal goals.** **CRP11. Use technology to enhance productivity.** **CRP12. Work productively in teams while using cultural global competence.**
2014 Technology Standards	
2014 NJ Technology Standards:	**8.1 Educational Technology** (Word | PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming** (Word | PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Please see relevant projects for technology standards 8.1 and 8.2:

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities *(content, process, product and learning environment)*

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.

- Establish procedures for accommodations / modifications for assessments.

Pacing: 5 weeks	Unit 7: Earth's Water	
Standards and Suggested Activities		**Skills and Knowledge**
5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact **5-ESS2-2. Describe and graph the amounts of saltwater and freshwater in various reservoirs to provide evidence about the distribution of water on Earth.** **3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.** **3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.**	• group kinesthetic activities • Classroom demonstrations • Distribution of water activity and challenge • water quality lab • cohesion/ adhesion lab • Density of water lab • Beach erosion lab	Students will be able to: • describe the importance of water for biological functions. • explain the role of water in maintaining the Earth's temperature. • describe the greenhouse effect. • demonstrate an understanding of the proportional distribution of salt and freshwater on Earth. • diagram the steps of the water cycle and explain its importance. • distinguish between the cohesion and adhesion of water molecules. • identify and discuss the unique characteristic of water's density in its different states. • describe and measure the variables used to identify water quality. • Distinguish between point and nonpoint-source pollution.
District/School Formative Assessment Plan		**District/School Summative Assessment Plan**
• Class discussions in which student share prior knowledge		• Teacher-created quizzes • Teacher-created unit assessments • Labs
Core Instructional Materials		**District/School Supplementary Resources**
• *Glencoe iScience Earth and Space Science Series* (Mcgraw-Hill Companies, Inc. 2012)		• Discovery Education videos • Glencoe ConnectEd online resources

Interdisciplinary Connections throughout the K-12 Curriculum
Mathematics **MP.2** *Reason abstractly and quantitatively. (5-ESS2-1),(5-ESS2-2) (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3)* **MP.4** *Model with mathematics. (5-ESS2-1),(5-ESS2-2) (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3)* ***MP.5*** *Use appropriate tools strategically. (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3)* **5.G.A.2** *Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5-ESS2-1)* ***3-5.OA*** *Operations and Algebraic Thinking (3-5-ETS1-1),(3-5-ETS1-2)* ***English-Language Arts:*** ***RI.5.7.*** *Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.* ***RI.5.8.*** *Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).* ***RF.5.4.*** *Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.* ***W.5.2****. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.* *A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.* *B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.* *C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).* *D. Use precise language and domain-specific vocabulary to inform about or explain the topic.* *E. Provide a conclusion related to the information of explanation presented.* ***W.5.4.*** *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)* ***W.5.5.*** *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.* ***W.5.8.*** *Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.* ***W.5.9****. Draw evidence from literary or informational texts to support analysis, reflection, and research.* *B. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").*

Integration of 21st Century Themes and Skills	
21st Century Skills/ Career Ready Practices:	**CRP1. Act as a responsible and contributing citizen and employee.** **CRP2. Apply appropriate academic and technical skills.** **CRP3. Attend to personal health and financial well-being.** **CRP4. Communicate clearly and effectively and with reason.** **CRP5. Consider the environmental, social and economic impacts of decisions.** **CRP6. Demonstrate creativity and innovation.** **CRP7. Employ valid and reliable research strategies.** **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.** **CRP9. Model integrity, ethical leadership and effective management.**

	CRP10. Plan education and career paths aligned to personal goals. **CRP11. Use technology to enhance productivity.** **CRP12. Work productively in teams while using cultural global competence.**
2014 Technology Standards	
2014 NJ Technology Standards:	**8.1 Educational Technology** (Word | PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming** (Word | PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Please see relevant projects for technology standards 8.1 and 8.2:

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities *(content, process, product and learning environment)*

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.

- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Pacing: 3 weeks	**Unit 8: Ecology**	
Standards and Suggested Activities		**Skills and Knowledge**
5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. **5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.** **5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.** **5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.** **MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.** **3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.** **3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.** **3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are**	• **group kinesthetic activities** • **Classroom demonstrations** • **sustainable fishing lab** • **food web activity** • **populations activity**	Students will be able to: • distinguish between biotic and abiotic factors in an ecosystem. • trace the cycling of matter through an ecosystem. • describe the processes of photosynthesis and respiration. • trace the cycling of Carbon and Oxygen in an ecosystem. • compare and contrast producers and consumers. • identify the various types of consumers. • recognize that virtually all energy necessary for life functions comes from the sun. • trace the flow of energy in an ecosystem through the use of food chains, food webs, and the energy pyramid. • identify the effect of human activity on the populations of organisms. • develop strategies to minimize the effect of human activity on a population.

considered to identify aspects of a model or prototype that can be improved.		

District/School Formative Assessment Plan	District/School Summative Assessment Plan
• Class discussions in which student share prior knowledge	• Teacher-created quizzes • Teacher-created unit assessments • Labs
Core Instructional Materials	**District/School Supplementary Resources**
• *Glencoe iScience Life Science Series* (Mcgraw-Hill Companies, Inc. 2012)	• Discovery Education videos • Glencoe ConnectEd online resources

Interdisciplinary Connections throughout the K-12 Curriculum

Mathematics

MP.2 *Reason abstractly and quantitatively. (5-LS2-1) (5-LS1-1)(5-ESS3-1)(3-5-ETS1-1)(3-5-ETS1-3)*

MP.4 *Model with mathematics. (5-LS2-1)(5-LS1-1)(5-ESS3-1)(3-5-ETS1-1)(3-5-ETS1-3)*

MP.5 *Use appropriate tools strategically. (5-LS1-1) (3-5-ETS1-1)(3-5-ETS1-3)*

5.MD.A.1 *Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (5-LS1-1)*

3-5.OA *Operations and Algebraic Thinking (3-5-ETS1-1),(3-5-ETS1-2)*

English-Language Arts:

RI.5.7. *Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.*

RI.5.8. *Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).*

RF.5.4. *Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.*

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

A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.

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

C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

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

E. Provide a conclusion related to the information of explanation presented.

W.5.4. *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)*

W.5.5. *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*

W.5.8. *Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.*

W.5.9*. Draw evidence from literary or informational texts to support analysis, reflection, and research.*

B. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Integration of 21st Century Themes and Skills	
21st Century Skills/ Career Ready Practices:	**CRP1. Act as a responsible and contributing citizen and employee.** **CRP2. Apply appropriate academic and technical skills.** **CRP3. Attend to personal health and financial well-being.** **CRP4. Communicate clearly and effectively and with reason.** **CRP5. Consider the environmental, social and economic impacts of decisions.** **CRP6. Demonstrate creativity and innovation.** **CRP7. Employ valid and reliable research strategies.** **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.** **CRP9. Model integrity, ethical leadership and effective management.** **CRP10. Plan education and career paths aligned to personal goals.** **CRP11. Use technology to enhance productivity.** **CRP12. Work productively in teams while using cultural global competence.**
2014 Technology Standards	
2014 NJ Technology Standards:	**8.1 Educational Technology** (Word | PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming** (Word | PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Please see relevant projects for technology standards 8.1 and 8.2:

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities *(content, process, product and learning environment)*

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.

- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication

- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.