

Answer Key & Teacher Notes — Monday

Quarter 2 · Week 18: Quarter 2 Synthesis & Opinion Essay · Tracing Consequences Across the Atlantic

Social Studies

Lesson: Analyze the spread of Smallpox and the introduction of the horse to evaluate the immediate physical impacts of European arrival on Indigenous populations.

Sample answers / approach: Sample answer points: identify key people/places named, define 1-2 academic terms, give one cause and one effect.

Look-fors: Look for: accurate vocabulary, evidence cited from the lesson text, awareness of perspective.

Math

Lesson: Students solve multi-digit multiplication word problems involving the tonnage of goods traded between Europe and the Americas (5.NBT.B.5).

Sample answers / approach: Sample answer pattern: clear setup, correct operation matching the standard, accurate computation, units labeled.

Look-fors: Look for: place-value alignment, regrouping shown, reasonableness check (estimate).

ELA

Lesson: Students analyze multiple perspectives in primary accounts of the Columbian Exchange to identify point of view for their opinion essay (RI.5.6).

Sample answers / approach: Sample answer: topic sentence restating the prompt, 2-3 details from the text with quotes, concluding sentence.

Look-fors: Look for: text evidence, accurate vocabulary, complete sentences, on-topic conclusion.

Science

Lesson: Students draw initial models of food webs to trace how introduced European species disrupted existing American ecosystems (5-LS2-1).

Sample answers / approach: Sample answer: clear claim, evidence from the investigation, reasoning that ties evidence to the standard.

Look-fors: Look for: prediction vs observation, units on measurements, vocabulary aligned with NGSS PE.

Answer Key & Teacher Notes — Tuesday

Quarter 2 · Week 18: Quarter 2 Synthesis & Opinion Essay · Cultivating Arguments and Energy Flows

Social Studies

Lesson: Compare the caloric impact of the potato in Europe against the ecological devastation of cattle ranching in the Caribbean.

Sample answers / approach: Sample answer points: identify key people/places named, define 1-2 academic terms, give one cause and one effect.

Look-fors: Look for: accurate vocabulary, evidence cited from the lesson text, awareness of perspective.

Math

Lesson: Students use long division to calculate the distribution of resources across colonial settlements in hypothetical trade scenarios (5.NBT.B.6).

Sample answers / approach: Sample answer pattern: clear setup, correct operation matching the standard, accurate computation, units labeled.

Look-fors: Look for: place-value alignment, regrouping shown, reasonableness check (estimate).

ELA

Lesson: Students draft an introductory paragraph with a clear claim statement arguing whether the Exchange was primarily beneficial or harmful (W.5.1).

Sample answers / approach: Sample answer: topic sentence restating the prompt, 2-3 details from the text with quotes, concluding sentence.

Look-fors: Look for: text evidence, accurate vocabulary, complete sentences, on-topic conclusion.

Science

Lesson: Students diagram the flow of energy from the sun to Old World crops like wheat and sugarcane now growing in New World soil (5-PS3-1).

Sample answers / approach: Sample answer: clear claim, evidence from the investigation, reasoning that ties evidence to the standard.

Look-fors: Look for: prediction vs observation, units on measurements, vocabulary aligned with NGSS PE.

Answer Key & Teacher Notes — Wednesday

Quarter 2 · Week 18: Quarter 2 Synthesis & Opinion Essay · Complex Webs and Competing Claims

Social Studies

Lesson: Examine the development of the Encomienda system and its role in the forced labor and resource extraction of the 16th century.

Sample answers / approach: Sample answer points: identify key people/places named, define 1-2 academic terms, give one cause and one effect.

Look-fors: Look for: accurate vocabulary, evidence cited from the lesson text, awareness of perspective.

Math

Lesson: Students add and subtract fractions with unlike denominators to determine the proportion of native versus invasive species in an ecosystem (5.NF.A.1).

Sample answers / approach: Sample answer pattern: clear setup, correct operation matching the standard, accurate computation, units labeled.

Look-fors: Look for: place-value alignment, regrouping shown, reasonableness check (estimate).

ELA

Lesson: Using evidence from the week's research, students draft body paragraphs that acknowledge contrasting viewpoints regarding global trade (W.5.1).

Sample answers / approach: Sample answer: topic sentence restating the prompt, 2-3 details from the text with quotes, concluding sentence.

Look-fors: Look for: text evidence, accurate vocabulary, complete sentences, on-topic conclusion.

Science

Lesson: Students finalize a complex food-web model showing the movement of matter between producers, consumers, and decomposers in a post-1492 environment (5-LS2-1).

Sample answers / approach: Sample answer: clear claim, evidence from the investigation, reasoning that ties evidence to the standard.

Look-fors: Look for: prediction vs observation, units on measurements, vocabulary aligned with NGSS PE.

Answer Key & Teacher Notes — Thursday

Quarter 2 · Week 18: Quarter 2 Synthesis & Opinion Essay · Refining the Global Narrative

Social Studies

Lesson: Synthesize the global shift in diet and population by mapping the 'Great Exchange' of maize, chili peppers, and cacao.

Sample answers / approach: Sample answer points: identify key people/places named, define 1-2 academic terms, give one cause and one effect.

Look-fors: Look for: accurate vocabulary, evidence cited from the lesson text, awareness of perspective.

Math

Lesson: Students calculate the total costs of trade voyage supplies using decimal addition, subtraction, and multiplication (5.NBT.B.7).

Sample answers / approach: Sample answer pattern: clear setup, correct operation matching the standard, accurate computation, units labeled.

Look-fors: Look for: place-value alignment, regrouping shown, reasonableness check (estimate).

ELA

Lesson: Students perform peer revisions focusing on the logical transition between environmental and economic arguments in their opinion drafts (W.5.1).

Sample answers / approach: Sample answer: topic sentence restating the prompt, 2-3 details from the text with quotes, concluding sentence.

Look-fors: Look for: text evidence, accurate vocabulary, complete sentences, on-topic conclusion.

Science

Lesson: Students write a summary explaining how energy transfer was altered when the Columbian Exchange introduced new apex predators to the Americas (5-PS3-1).

Sample answers / approach: Sample answer: clear claim, evidence from the investigation, reasoning that ties evidence to the standard.

Look-fors: Look for: prediction vs observation, units on measurements, vocabulary aligned with NGSS PE.

Social Studies

Lesson: Participate in a Socratic Seminar debating the long-term historical legacy of the Columbian Exchange on the modern Western Hemisphere.

Sample answers / approach: Sample answer points: identify key people/places named, define 1-2 academic terms, give one cause and one effect.

Look-fors: Look for: accurate vocabulary, evidence cited from the lesson text, awareness of perspective.

Math

Lesson: Students complete a cumulative math review spanning volume, decimals, and fractions to assess mid-year proficiency (5.NBT.B.7, 5.NF.A.1).

Sample answers / approach: Sample answer pattern: clear setup, correct operation matching the standard, accurate computation, units labeled.

Look-fors: Look for: place-value alignment, regrouping shown, reasonableness check (estimate).

ELA

Lesson: Students finalize their opinion essays and select their strongest writing samples for the mid-year portfolio showcase (W.5.1).

Sample answers / approach: Sample answer: topic sentence restating the prompt, 2-3 details from the text with quotes, concluding sentence.

Look-fors: Look for: text evidence, accurate vocabulary, complete sentences, on-topic conclusion.

Science

Lesson: Students present their completed food-web models and explain the interdependence of organisms in a unified global ecosystem (5-LS2-1).

Sample answers / approach: Sample answer: clear claim, evidence from the investigation, reasoning that ties evidence to the standard.

Look-fors: Look for: prediction vs observation, units on measurements, vocabulary aligned with NGSS PE.