

Social Studies — Wednesday: Complex Webs and Competing Claims

Quarter 2 · Week 18: Quarter 2 Synthesis & Opinion Essay

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

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

1. Today's focus. In your own words, what is the main idea of today's lesson on "Complex Webs and Competing Claims"?

2. Read carefully. Examine the development of the Encomienda system and its role in the forced labor and resource extraction of the 16th century. Underline two key terms above and define them below.

3. Think like a historian. What evidence would you look for to verify a claim made in today's lesson?

4. Connect. How does today's content connect to the bigger week theme of "Quarter 2 Synthesis & Opinion Essay"?

5. Sketch & label. In the box, sketch one map, person, or artifact related to today's lesson and label three parts.

Name: _____ Date: _____ Day: _____

TODAY'S 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).

1. **Warm-up.** Restate today's math objective in your own words: "Students add and subtract fractions with unlike denominators to determine the proportion of native versus invasive species in an ecosystem (5.NF.A.1)."

2. **Worked example.** Solve the example below carefully. Show every step.

3. **Practice.** Complete problems a–d. Label each answer with units where appropriate.

4. **Word problem.** Write and solve one word problem that uses today's skill.

5. **Reflect.** What was the trickiest step today, and what helped you push through it?

ELA — Wednesday: Complex Webs and Competing Claims

Quarter 2 · Week 18: Quarter 2 Synthesis & Opinion Essay

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

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

1. Today's text/skill. Using evidence from the week's research, students draft body paragraphs that acknowledge contrasting viewpoints regarding global trade (W.5.1).

2. Vocabulary. Choose two new words from today's text. Write each word, the sentence it appeared in, and your own definition.

3. Close reading. What is one piece of evidence from the text that supports today's main idea? Quote it exactly.

4. Your turn to write. In 5–7 sentences, respond to today's prompt. Use a clear topic sentence.

5. Self-check. Re-read your writing. Circle one strong sentence; underline one place you could improve.

Science — Wednesday: Complex Webs and Competing Claims

Quarter 2 · Week 18: Quarter 2 Synthesis & Opinion Essay

Name: _____ Date: _____ Day: _____

TODAY'S 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).

1. Question. What scientific question does today's lesson investigate? "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)."

2. Predict. Before doing the activity, what do you think will happen? Why?

3. Observe. Record what you actually saw, measured, or read. Use numbers and labeled drawings.

4. Explain. Use the day's vocabulary to explain WHY your observations make sense.

5. Cite the standard. What part of the NGSS performance expectation did today's work address?
