

Social Studies — Monday: Tracing Consequences Across the Atlantic

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

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

1. Today's focus. In your own words, what is the main idea of today's lesson on "Tracing Consequences Across the Atlantic"?

2. Read carefully. Analyze the spread of Smallpox and the introduction of the horse to evaluate the immediate physical impacts of European arrival on Indigenous populations. 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 solve multi-digit multiplication word problems involving the tonnage of goods traded between Europe and the Americas (5.NBT.B.5).

1. **Warm-up.** Restate today's math objective in your own words: "Students solve multi-digit multiplication word problems involving the tonnage of goods traded between Europe and the Americas (5.NBT.B.5)."

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 — Monday: Tracing Consequences Across the Atlantic

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

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

1. Today's text/skill. Students analyze multiple perspectives in primary accounts of the Columbian Exchange to identify point of view for their opinion essay (RI.5.6).

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 — Monday: Tracing Consequences Across the Atlantic

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

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

1. Question. What scientific question does today's lesson investigate? "Students draw initial models of food webs to trace how introduced European species disrupted existing American ecosystems (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?

Social Studies — Tuesday: Cultivating Arguments and Energy Flows

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

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

1. Today's focus. In your own words, what is the main idea of today's lesson on "Cultivating Arguments and Energy Flows"?

2. Read carefully. Compare the caloric impact of the potato in Europe against the ecological devastation of cattle ranching in the Caribbean. 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 use long division to calculate the distribution of resources across colonial settlements in hypothetical trade scenarios (5.NBT.B.6).

1. **Warm-up.** Restate today's math objective in your own words: "Students use long division to calculate the distribution of resources across colonial settlements in hypothetical trade scenarios (5.NBT.B.6)."

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 — Tuesday: Cultivating Arguments and Energy Flows

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

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

1. Today's text/skill. Students draft an introductory paragraph with a clear claim statement arguing whether the Exchange was primarily beneficial or harmful (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 — Tuesday: Cultivating Arguments and Energy Flows

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

Name: _____ Date: _____ Day: _____

TODAY'S 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).

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

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?

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?

Social Studies — Thursday: Refining the Global Narrative

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

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

1. Today's focus. In your own words, what is the main idea of today's lesson on "Refining the Global Narrative"?

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

Math — Thursday: Refining the Global Narrative

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

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

1. **Warm-up.** Restate today's math objective in your own words: "Students calculate the total costs of trade voyage supplies using decimal addition, subtraction, and multiplication (5.NBT.B.7)."

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 — Thursday: Refining the Global Narrative

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

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

1. Today's text/skill. Students perform peer revisions focusing on the logical transition between environmental and economic arguments in their opinion drafts (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 — Thursday: Refining the Global Narrative

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

Name: _____ Date: _____ Day: _____

TODAY'S 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).

1. Question. What scientific question does today's lesson investigate? "Students write a summary explaining how energy transfer was altered when the Columbian Exchange introduced new apex predators to the Americas (5-PS3-1)."

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?

Social Studies — Friday: The Final Synthesis Showcase

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

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

1. Today's focus. In your own words, what is the main idea of today's lesson on "The Final Synthesis Showcase"?

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

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

Name: _____

Date: _____

Day: _____

TODAY'S 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).

1. Warm-up. Restate today's math objective in your own words: "Students complete a cumulative math review spanning volume, decimals, and fractions to assess mid-year proficiency (5.NBT.B.7, 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 — Friday: The Final Synthesis Showcase

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

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

1. Today's text/skill. Students finalize their opinion essays and select their strongest writing samples for the mid-year portfolio showcase (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 — Friday: The Final Synthesis Showcase

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

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

1. Question. What scientific question does today's lesson investigate? "Students present their completed food-web models and explain the interdependence of organisms in a unified global ecosystem (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?
