

Answer Key & Teacher Notes — Monday

Quarter 3 · Weeks 19–20: Foundations of Government & Citizenship · The Foundations of Order and Rules

Social Studies

Lesson: Students categorize various community scenarios to define the 'rule of law' and explore how codified rules prevent chaos in diverse societies.

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 model multiplying a unit fraction by a unit fraction using grid paper to visualize area (5.NF.B.4).

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 the historical setup of 1943 Copenhagen in 'Number the Stars' to explain the relationships between the Danish citizens and Nazi occupiers (RI.5.3).

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 create a four-layer diagram identifying the geosphere, hydrosphere, atmosphere, and biosphere to visualize Earth's major systems (5-ESS2-1).

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 3 · Weeks 19–20: Foundations of Government & Citizenship · Power Dynamics and Systems of Control

Social Studies

Lesson: Students compare the distribution of power in a representative democracy versus an absolute monarchy using historical examples from 18th-century Europe.

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 word problems involving the addition of decimal currency amounts to calculate hypothetical municipal budgets (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 compare the perspectives of Annemarie and her mother regarding the German soldiers in 'Number the Stars' using textual evidence (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 simulate the water cycle to observe how the hydrosphere and atmosphere exchange matter through evaporation and condensation (5-ESS2-1).

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 3 · Weeks 19–20: Foundations of Government & Citizenship · Global Governance and Local Survival

Social Studies

Lesson: Students debate the effectiveness of a dictatorship versus a democracy in terms of protecting individual rights and maintaining national security.

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 fraction bars to multiply non-unit fractions by whole numbers and justify their products (5.NF.B.4).

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 conduct short research sessions to take notes on the real-world Danish Resistance to understand the role of citizenship during WWII (W.5.7).

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 analyze soil samples to identify how the geosphere provides essential minerals for the growth of organisms in the biosphere (5-ESS2-1).

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 3 · Weeks 19–20: Foundations of Government & Citizenship · Rights, Responsibilities, and Global Spheres

Social Studies

Lesson: Students evaluate the Bill of Rights to distinguish between the inherent rights of a citizen and the civic responsibilities required to maintain a republic.

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 subtract decimal values representing changes in sea levels to practice precise place value alignment (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 integrate their research notes to write a summary of how the Danish people protected their Jewish neighbors during the Holocaust (W.5.7).

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 scientific argument explaining how the atmosphere protects the biosphere from solar radiation and extreme temperatures (5-ESS2-1).

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: Students collaborate to draft a 'Classroom Constitution' that applies the principles of rule of law, democratic voting, and protection of rights.

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 a multi-step project involving decimal addition and fraction multiplication to design a scale model of a community center (5.NF.B.4).

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 write a first-person journal entry from the perspective of a character in 'Number the Stars' reflecting on the loss of freedom under occupation (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 construct a concept map demonstrating how the hydrosphere, geosphere, atmosphere, and biosphere interact to support life on Earth (5-ESS2-1).

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 — Monday

Quarter 3 · Weeks 21–22: U.S. Constitution & Bill of Rights · Foundations of a New Republic

Social Studies

Lesson: Analyze the Preamble of the U.S. Constitution to identify the six goals of the new government and their historical context (NYS 5.5).

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 acreage of federal lands by multiplying mixed numbers representing various national park sectors (5.NF.B.4).

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 compare the viewpoints of Federalists and Anti-Federalists regarding the need for a Bill of Rights using primary source excerpts (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 model how the hydrosphere interacts with the atmosphere by observing local weather patterns and cloud formation (5-ESS2-1).

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 3 · Weeks 21–22: U.S. Constitution & Bill of Rights · Balance of Three Powers

Social Studies

Lesson: Diagram the system of checks and balances to demonstrate how the Executive, Legislative, and Judicial branches limit one another's power (NYS 5.5).

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: Apply the area model to multiply mixed numbers when designing layout dimensions for a mock Congressional hearing room (5.NF.B.4).

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: Explain the relationships between the three branches of government by citing specific evidence from Articles I, II, and III (RI.5.3).

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: Identify how the geosphere is impacted by the biosphere through the study of soil erosion caused by agricultural practices (5-ESS2-1).

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 3 · Weeks 21–22: U.S. Constitution & Bill of Rights · Protecting the Rights of Man

Social Studies

Lesson: Examine the specific protections offered by the Bill of Rights, focusing on the First, Fourth, and Sixth Amendments (NYS 5.5).

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: Solve word problems involving the division of whole numbers by unit fractions to determine how many minutes each citizen gets in a public forum (5.NF.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: Draft an opinion piece arguing which of the first ten amendments is most essential to modern civil liberties using supporting evidence (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: Describe the interaction between the atmosphere and the geosphere by investigating the formation of rain shadows over mountain ranges (5-ESS2-1).

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 3 · Weeks 21–22: U.S. Constitution & Bill of Rights · Citizen Action in Motion

Social Studies

Lesson: Research a contemporary citizen action movement and identify which constitutional rights are being exercised by the participants (NYS 5.5).

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: Partition lengths of ribbon for judicial robes by dividing whole numbers by unit fractions (5.NF.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: Conduct short research using digital sources to profile a specific Supreme Court case that tested a Bill of Rights amendment (W.5.7).

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: Create a diagram illustrating how the biosphere, hydrosphere, geosphere, and atmosphere work together to sustain the Florida Everglades (5-ESS2-1).

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: Host a Constitutional Convention simulation where students debate and vote on proposed changes to the Bill of Rights (NYS 5.5).

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: Synthesize fraction skills by calculating the proportional representation of votes needed to pass a mock constitutional amendment (5.NF.B.4).

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: Present a formal argument for a new proposed amendment based on the student-led citizen-action research project (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: Construct a physical model showing how a severe weather event like a hurricane involves interactions across all four Earth spheres (5-ESS2-1).

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 — Monday

Quarter 3 · Weeks 23–24: Comparative Government in the Americas · Defining the American Federal Republic

Social Studies

Lesson: Students identify the roles of the President and Congress in the US Federal Republic and analyze the three branches of government defined in the US Constitution (NYS 5.5).

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 word problems involving the division of $\frac{1}{2}$ gallon of water into 4 equal containers to practice dividing unit fractions by whole numbers (5.NF.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 compare the perspectives of different biographers regarding the life of George Washington to determine how point of view influences their descriptions of a federal republic (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 calculate the percentage of total water on Earth held in the oceans versus the polar ice caps to model water distribution (5-ESS2-2).

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 3 · Weeks 23–24: Comparative Government in the Americas · Canada and the Parliamentary System

Social Studies

Lesson: Students compare the duties of King Charles III as Head of State with Prime Minister Justin Trudeau as Head of Government in Canada's parliamentary democracy (NYS 5.7).

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 visual area models to calculate the area of a rectangle with fractional side lengths, representing the land distribution of Canadian provinces (5.NF.B.4).

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 conduct short research into the Canadian Charter of Rights and Freedoms to draft a summary for their government comparison project (W.5.7).

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 construct a bar graph comparing the volume of liquid freshwater in rivers versus the Great Lakes to visualize available resources (5-ESS2-2).

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 3 · Weeks 23–24: Comparative Government in the Americas · Regional Power in Mexico's Republic

Social Studies

Lesson: Students map the 31 states and one federal district of Mexico to identify how power is shared between the central and state governments (NYS 5.5).

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 find the total volume of two rectangular prisms stacked together, representing the tiered architecture of Mexican government buildings (5.MD.C.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 excerpts from the Mexican Constitution to compare its stated goals with those found in the US Bill of Rights (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 map the distribution of groundwater in the Yucatán Peninsula to understand the importance of cenotes as freshwater sources (5-ESS2-2).

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 3 · Weeks 23–24: Comparative Government in the Americas · Brazil's Multi-Party Presidential Democracy

Social Studies

Lesson: Students determine how Brazil's 1988 Constitution protects the rights of indigenous populations within its federal presidential representative democratic republic (NYS 5.7).

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 volume of complex storage tanks used in Amazonian water treatment centers by decomposing them into separate rectangular prisms (5.MD.C.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 utilize multiple digital sources to research the election process in Brazil's multi-party system for their final comparative report (W.5.7).

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 analyze data on the salinity of Brazil's coastal waters versus the Amazon River's freshwater discharge levels (5-ESS2-2).

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 — Friday

Quarter 3 · Weeks 23–24: Comparative Government in the Americas · Synthesizing Systems of the Americas

Social Studies

Lesson: Students complete a four-way comparative matrix of the US, Canada, Mexico, and Brazil to evaluate which systems most effectively divide power among their leaders (NYS 5.7).

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 design a scale model of a water reservoir by calculating the volume of composite figures and dividing the storage capacity by 5 local communities (5.MD.C.5, 5.NF.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 finalize their constitutional comparison charts by synthesizing information from the week's research into a structured technical document (W.5.7).

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 a global water distribution poster showing that less than 1% of Earth's water is easily accessible freshwater (5-ESS2-2).

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 — Monday

Quarter 3 · Weeks 25–26: Economics & the Water Cycle · Global Needs and Local Cycles

Social Studies

Lesson: Classify resources from the Amazon Rainforest and the Great Plains into categories of goods and services to understand regional production.

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 word problems involving the total volume of water needed for international cargo ships by multiplying decimals to the hundredths (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 read 'The Water Princess' and analyze the relationship between Georgie Badiel's childhood actions and her community's lack of clean water (RI.5.3).

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 build a closed-system terrarium to observe how evaporation and condensation move water through Earth's systems (5-ESS2-1).

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 3 · Weeks 25–26: Economics & the Water Cycle · Trading Goods Across the Borders

Social Studies

Lesson: Simulate a marketplace between Canada and Mexico to demonstrate how scarcity of citrus or timber influences supply and demand.

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: Calculate the volume of various rectangular shipping containers used for trade by applying the $V = l \times w \times h$ formula (5.MD.C.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: Draft an opinion paragraph stating whether a hydroelectric dam is more beneficial or harmful to a local economy using evidence from the text (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: Simulate the collection of precipitation and runoff by measuring liquid output from different sloped 'mountain' surfaces (5-ESS2-1).

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 3 · Weeks 25–26: Economics & the Water Cycle · Flowing Through the Global Market

Social Studies

Lesson: Analyze the opportunity cost of building a new industrial port in the Great Lakes versus preserving the natural shoreline.

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 divide fractions of water rations into equal parts for crew members during a simulated drought (5.NF.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: Compare and contrast the economic development of the Panama Canal with its environmental impact on local watersheds (RI.5.3).

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: Model a watershed using crumbled paper and food coloring to visualize how pollutants move from land into larger bodies of water (5-ESS3-1).

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 3 · Weeks 25–26: Economics & the Water Cycle · Impacts on the Human Landscape

Social Studies

Lesson: Map the trade routes of the Saint Lawrence Seaway to examine how physical geography influences the movement of consumers and producers.

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: Review operations by calculating the total weight of coffee exports using cumulative fraction addition and decimal multiplication (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: Peer-edit opinion pieces on water conservation strategies, focused on strengthening the links between climate facts and economic claims (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: Identify human activities in the Hudson River Valley that protect or harm Earth's resources and propose one engineering solution (5-ESS3-1).

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 — Friday

Quarter 3 · Weeks 25–26: Economics & the Water Cycle · The Future of the Hemisphere

Social Studies

Lesson: Participate in a Socratic Seminar on how sustainable trade practices can balance economic growth with Western Hemisphere water protection.

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: Verify shipping costs and water usage totals for a mock 'Western Hemisphere Trade Fair' using all decimal operations (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: Present a final 'Stewardship Pitch' that integrates economic data and water cycle science to propose a local conservation project (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: Evaluate classmate-designed watershed models to determine which design most effectively prevents runoff pollution (5-ESS3-1).

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: Students map the migration patterns and water usage of the Anishinaabe people to understand historical stewardship of the St. Lawrence River.

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 cubic volume of their classroom watershed models by applying the formula $V = l \times w \times h$ (5.MD.C.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 finalize their citizen-action research reports by evaluating different points of view regarding Great Lakes conservation in 'The Death and Life of the Great Lakes' (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: Groups design a miniature filtration system using sand and gravel to demonstrate how human activities impact groundwater quality (5-ESS3-1).

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 3 · Week 27: Quarter 3 Synthesis & Stewardship Action Plan · Tracing the Flow of Responsibility

Social Studies

Lesson: Students research the impact of the 1909 Boundary Waters Treaty on US-Canada relations and cross-border environmental management.

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 visual fraction models to multiply the area of a simulated urban drainage plot by its runoff coefficient (5.NF.B.4).

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: Partners peer-edit the 'Call to Action' sections of their reports to ensure a strong opinion is supported by logical reasoning and facts (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 simulate agricultural runoff by adding food coloring to their watershed models and observing its movement into the main water body (5-ESS3-1).

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: Students analyze the current role of the International Joint Commission in balancing the economic and ecological needs of the Great Lakes region.

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 divide unit fractions of gallons of 'polluted' water by whole numbers to determine the chemical concentration per student observation station (5.NF.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 conduct a final short research session to gather secondary sources supporting their proposed solutions for local soil erosion (W.5.7).

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 document how individual communities can protect Earth's resources by testing the effectiveness of bioswales in their landscape models (5-ESS3-1).

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 3 · Week 27: Quarter 3 Synthesis & Stewardship Action Plan · Communicating Conservation and Community Impact

Social Studies

Lesson: Students participate in a mock town hall to debate the ethical implications of industrial water diversion in the American West.

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 real-world problems involving the volume of rectangular water storage tanks used in sustainable urban irrigation (5.MD.C.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 prepare digital slide decks that synthesize their research findings on watershed health using academic vocabulary from the Quarter 3 unit.

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: Groups record a time-lapse video of water movement through their models to explain how human-made barriers change natural drainage patterns (5-ESS3-1).

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: Students compile their Quarter 3 portfolios, including their final action plans and a map of indigenous territories within the Mackenzie River Basin.

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 assessment requiring them to multiply fractions and calculate volumes within the context of hydrological data (5.NF.B.4, 5.MD.C.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 deliver their citizen-action research presentations to an audience of peers and provide constructive feedback on the clarity of each speaker's perspective (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 present their finished watershed models and explain how their specific engineering solutions mitigate human impact on the ecosystem (5-ESS3-1).

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.