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 × w × 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.