

Answer Key & Teacher Notes — Monday

Quarter 4 · Weeks 30–31: Civil Rights & Contemporary Issues · Voices of the American Civil Rights Movement

Social Studies

Lesson: Analyze the strategies of the Southern Christian Leadership Conference during the 1960s Civil Rights Movement to identify methods of nonviolent resistance.

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 ordered pairs to represent the duration of protest marches on a coordinate plane (5.G.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 identify multiple accounts of the Montgomery Bus Boycott to compare the perspectives of Rosa Parks and Jo Ann Robinson (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 measure the time it takes for various paper shapes to fall to observe how air resistance acts as an unbalanced force (5-PS2-1).

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 4 · Weeks 30–31: Civil Rights & Contemporary Issues · Mapping Progress and the Path to Voting

Social Studies

Lesson: Examine the impact of the Selma to Montgomery marches on federal legislation regarding voting access for African Americans.

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 plot coordinate points on a grid to map the geographic spread of lunch counter sit-ins across the American South (5.G.A.2).

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 informational report using academic vocabulary to describe the significance of the 1965 Voting Rights Act (W.5.2).

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 conduct an experiment dropping spheres of different masses to prove that the gravitational force toward Earth is constant (5-PS2-1).

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 4 · Weeks 30–31: Civil Rights & Contemporary Issues · Indigenous Resistance and Land Rights Sovereignty

Social Studies

Lesson: Identify the core grievances of the American Indian Movement (AIM) and their historical roots in broken treaties and land displacement.

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 generate a table of values representing water usage over time and graph the resulting ordered pairs (5.G.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 research the history of the Standing Rock Sioux Tribe's protest against the Dakota Access Pipeline to gather evidence on land sovereignty (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 design parachutes for falling objects to demonstrate how increasing upward force can balance the downward pull of gravity (5-PS2-1).

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 4 · Weeks 30–31: Civil Rights & Contemporary Issues · Environmental Justice in Today's Communities

Social Studies

Lesson: Investigate the Flint Water Crisis as a case study for how environmental policies disproportionately affect marginalized communities.

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 interpret a coordinate graph showing the correlation between distance from pollutants and neighborhood health outcomes (5.G.A.2).

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 rhetoric of modern environmental justice leaders with historical civil rights activists to analyze shifts in tone (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 use force meters to measure the pull of gravity on historical artifact replicas to calculate the net force during a fall (5-PS2-1).

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 4 · Weeks 30–31: Civil Rights & Contemporary Issues · Synthesis of Justice and Future Action

Social Studies

Lesson: Participate in a Socratic Seminar discussing the continuity and change between 20th-century civil rights movements and modern environmental justice campaigns.

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 create an original input/output table based on social demographics and graph the data to present to the class (5.G.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 synthesize their research into a multimedia presentation that argues for a specific solution to a contemporary civil rights issue (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 lab report concluding how gravity and friction act as opposing forces on falling objects based on the week's trials (5-PS2-1).

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.