

Moving Beyond the Page, Ages 9-11 LA, SS, and Science

Moving Beyond the Page curriculum integrates Language Arts, Social Studies, and Science. This is a "block" elementary class containing all three of these subjects and will take approximately 15 hours per week (5 per subject area). The four main concepts to be studied throughout this course are: Relationships, Diversity and Interdependence; Discovery and Survival; and Systems.

This course incorporates several different literature books, spelling, vocabulary, and writing. The student will learn about WA State Government, colonization, revolution, Westward Expansion, and immigration, and will learn the 50 states. Science concepts presented include Technology, Invention, Biomes, the Human Body, and Energy.

Learning Materials: Main Curriculum:

Moving Beyond the Page Ages 9-11 Curriculum

Supplemental:

Literature, including:

Human Body: A Visual Encyclopedia by DK Publishing

SMARTLAB: You Explore It - Human Body by Lucille Kayes

Biomes and Ecosystems by Gareth Stevens

Coral Reef Food Chains

100 Inventions That Made History by DK Publishing

My Side of the Mountain by Jean Craighead George

Walking with Thoreau: Based on the Life and Works of Henry David Thoreau by Thomas Locker

My America

The Witch of Blackbird Pond by Elizabeth George Speare

R is for Rhyme: A Poetry Alphabet by Judy Young

Lucy Whipple

The Cay by Theodore Taylor

A House of Tailors by Patricia Reilly Giff

My America: A Poetry Atlas of the United States by Lee Bennett Hopkins

The Invention of Hugo Cabret by Brian Selznick

The Ballad of Lucy Whipple by Karen Cushman

A Wrinkle in Time by Madelaine L'Engle

Lincoln: A Photobiography by Russell Freedman

A Picture Book of Frederick Douglass by David A. Adler

Love that Dog by Sharon Creech

The View from Saturday by E.L. Konigsburg

Awesome Ocean Science by Cindy A. Littlefield

Pass the Energy, Please! by Barbara Shaw McKinney
Going West! Journey on a Wagon Train to Settle a Frontier Town by Carol A. Johmann,
Elizabeth J. Rieth
How We Crossed the West: The Adventures of Lewis and Clark
by Rosalyn Schanzer
If Your Name Was Changed at Ellis Island by Ellen Levine
Immigrant Kids by Russell Freedman
Smart About the 50 States: A Class Report
The American Revolution for Kids: A History with 21 Activities by Janis Herbert
The New Americans: Colonial Times: 1620-1689 by Betsy Maestro
You Wouldn't Want to Be an American Colonist by Jacqueline Morley, David Salariya

Manipulatives:

"Timeline of American History"

Oregon Trail, 5th Edition

(software)

The Scrambled States of America Card Game

Learning Goals/Performance Objectives: Language Arts:

5.L.01 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

5.L.02 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.L.03 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

5.L.04 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

5.L.05 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5.L.06 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Social Studies:

1.2.1 Understands the organization of the U.S. government.

1.2.2 Understands the function of the U.S. government.

2.1.1 Analyzes the costs and benefits of decisions colonists made to meet their needs and wants.

3.1.2 Understands the physical and cultural characteristics of the thirteen colonies.

3.2.3 Understands and analyzes the impact of the European colonists' movement to the Americas on the land and the indigenous peoples.

4.2.1 Understands and analyzes how individuals caused change in U.S. history.

Science:

1.2.1 Analyze how the parts of a system go together and how these parts depend on each other.

1.2.8 Understand human life functions and the interconnecting organ systems necessary to maintain human life.

1.3.10 Understand that that an organisms ability to survive is influenced by the organisms behavior and the ecosystem in which it lives.

2.1.1 Understand how to ask a question about objects, organisms, and events in the environment.

3.2.4 Understand how humans depend on the natural environment and can cause changes in the environment that affect humans ability to survive.

Learning Activities: Moving Beyond the Page is structured around four 9-week concepts. Each of these concepts is made up of three literature units and three science and social studies units. Each unit contains 5-12 lessons and a final project.

The student will do two lessons each day from two of the three subjects: science, social studies, and language arts.

MBTP Ages 9-11

CONCEPT 1: Relationships (9 weeks)

1: The 50 States (SS)

1: Poetry (LA)

2: Energy (Science)

2: The View from Saturday (LA)

3: Your State (SS)

6: American Tall Tales and Legends (LA, SS)

CONCEPT 2: Diversity and Interdependence (9 weeks)

1: The Living Seas (Science)

1: The Cay (LA)

2: Immigration (SS)

2: A House of Tailors (LA, SS)

3: Biomes (Science)

6: My Side of the Mountain (LA)

CONCEPT 3: Discovery and Survival (9 weeks)

1: Colonization and Revolution (SS)

1: The Witch of Blackbird Pond (LA)

2: Technology and Invention (Science & SS)

2. The Invention of Hugo Cabret (LA)
3. Westward Expansion (SS)
6. The Ballad of Lucy Whipple (LA)

CONCEPT 4: Systems (9 weeks)

- 1: Space (Science)
- 1: A Wrinkle in Time (LA)
- 2: State Govt. and Economics (SS)
2. Lincoln (LA)
3. The Human Body (Science)
6. Independent Study (LA)

Progress Criteria/Methods of Evaluation: For successful completion of this course, the student will complete at least 70% of the lessons/goals, at a minimum of 70% accuracy. Formative assessments will be given throughout the year as deemed necessary. The student will take weekly spelling tests, vocab tests, complete at least one writing project for each literature book (3 per unit), and will complete a final project at the end of each unit.

Sept: Concept 1 Unit 1
Oct: Concept 1 Unit 2
Nov: Concept 1 Unit 3
Dec: Concept 2 Unit 1
Jan: Concept 2 Unit 2-3
Feb: Concept 3 Unit 1, half of Unit 2
March: Concept 3 Unit 2 (1/2) and 3
April: Concept 4 Unit 1
May: Concept 4 Unit 2
June: Concept 4 Unit 3