

# CURRICULUM NIGHT 2020-2021

**5<sup>TH</sup> GRADE**  
**SELF-CONTAINED GIFTED**  
**MR. RYAN MCCORMICK**



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# OUR MISSION STATEMENT

We the students will persevere to grow our minds and thrive, be respectful and responsible, help others when they are in need, do our best and follow the 3 B's, and courageously strive for success all year long!

# CLASS DOJO

- Student feedback for behavior choices helps them earn/lose points.
- Allows parents to stay informed of positive and negative behaviors.



# CLASS DOJO



-1

Disrespectful



-1

Interrupting



-1

Lack of effort



-1

Off task



1

Going above and beyond



1

Helping others



1

On task



1

On time



1

Participating



1

Respectful



1

Teamwork



1

Working hard

# HOMework

- Language Arts and Math every night
- Self Evaluation every Friday (due Monday)
- Take home papers every Friday along with Self Evaluation

## Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A"  
reads **20 minutes**  
each day

3600 minutes in  
a school year

**1,800,000 words**



*90<sup>th</sup> percentile*

Student "B"  
reads **5 minutes**  
each day

900 minutes in  
a school year

**282,000 words**



*50<sup>th</sup> percentile*

Student "C"  
reads **1 minute**  
each day

180 minutes in  
a school year

**8,000 words**



*10<sup>th</sup> percentile*

By the end of 6<sup>th</sup> grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)

# LANGUAGE ARTS

- Common Core Standards
  - Comprehension skills, such as summarizing, inferencing, cause and effect, analyzing plot, and characterization
  - Responding to and analyzing literary and informational text
  - Synthesizing information from more than one source



# LANGUAGE ARTS RESOURCES

- Expeditionary Learning
  - Quarter 1: Stories of Human Rights
  - Quarter 2: Biodiversity of Rainforests in the Western Hemisphere
  - Quarter 3: Culture in American Sports (Jackie Robinson)
  - Quarter 4: Natural Disasters and Multinational Organizations
- Junior Great Books
- Quarterly Novel Studies

# SOCIAL STUDIES

- Content is integrated with language arts storylines
- New standards adopted this school year
- Anchor standards cover 5 domains
  - Disciplinary Skills and Processes (SP)
  - Civics
  - Economics
  - Geography
  - History

# INQUIRY ARC

- Developing compelling questions
- Constructing supporting questions
- Gathering and evaluating sources
- Developing claims
- Communicating conclusions
- Taking informed action

# MATH

## Quarter One

**-Decimals and Fractions:** Multiplication and Division

**-Measurement, Data and Geometry:** Converting Units, Using Data, and Classifying Figures

**-Algebraic Thinking and the Coordinate Plane:** Expressions, Graphing Points, Patterns and Relationships

## Quarter Two

**-Expressions & Equations:** Area, Algebraic Expressions, and Exponents

**-Decimals & Fractions:** Base-Ten Operations, Division with Fractions and Volume

## Quarter Three

**-Ratio Reasoning:** Ratio Concepts and Equivalent Ratios

**-Ratio Reasoning:** Unit Rates and Percent

**-Algebraic Thinking:** Equivalent Expressions and Equations with Variables

## Quarter Four

**-Algebraic Thinking:** Equivalent Expressions and Equations with Variables

**-Positive & Negative Numbers:** Absolute Value, Inequalities, and the Coordinate Plane

**-Statistical Thinking:** Data Distributions and Measures of Center and Variability

# MATH CURRICULUM/RESOURCES

Primary- iReady

Supplemental- EngageNY, Illustrative Mathematics, Nrich, Challenging Common Core

Students are taught the 5b/6 Common Core Standards using the curriculum resources above. Students will be using critical thinking skills, math practices, error analysis, real world connections, and depth & complexity to strengthen and challenge their knowledge of mathematics.

# SCIENCE

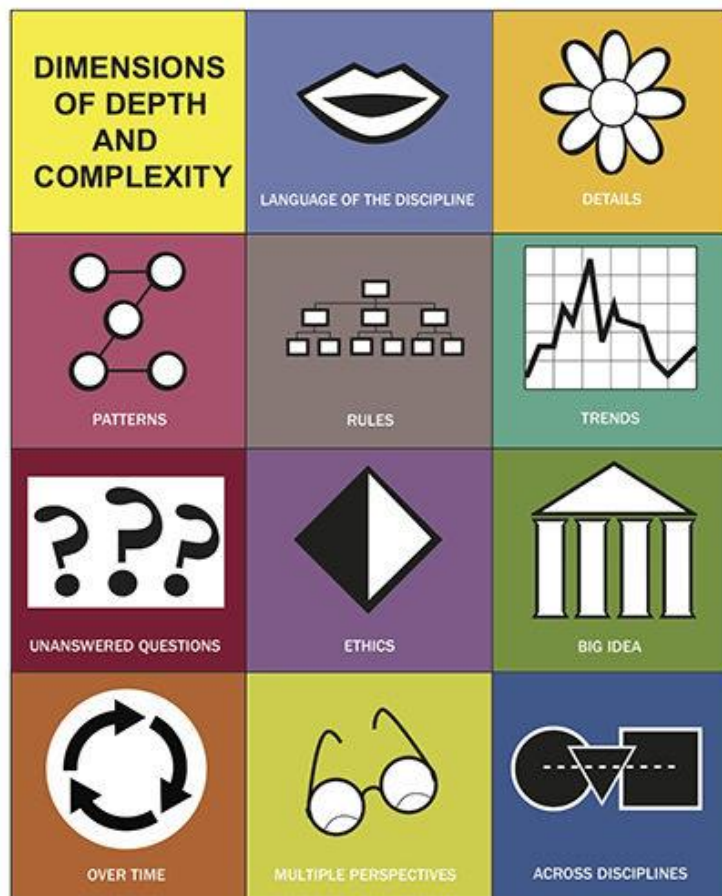
- Solar System/ Earth's Moon
- Ecosystem/Biomes
- Human Body
- Simple Machines- Force and Motion

Science concepts will be taught using the scientific method, research, and inquiry based process.

# WHY GIFTED MATTERS

- Information is learned quickly, thus complexity must be increased.
- Grade level standards are taught to mastery but are explored at a deeper level.
- Depth and Complexity icons
- Extending learning through Socratic discussion, project-based activities, and inquiry

## Dimensions of Depth & Complexity



Acknowledgments: Definitions of dimensions of depth and complexity are from "Differentiating the Core Curriculum and Instruction to Provide Advanced Learning Opportunities," California Department of Education and California Association for the Gifted, 1994. Symbols for dimensions of depth and complexity developed under the auspices of OERI, Zavis Curriculum Project T.W.O., 1996.



# SOCRATIC CIRCLE

- Inner circle – speakers
  - Outer circle – judges
  - 2 comment cards
  - 1 question card
- 
- Ex: “Which character in *Esperanza Rising* faced the most hardship and why?” (student created)

# CREATE SOMETHING

- Total student control, complete autonomy
- Create something that...
  - Shows the unique and critical connection Native Americans had to their land.
  - Demonstrates the rights and freedoms are individuals willing to fight for.
  - Explains the forms of energy and how it can be converted from one form to another.
  - Shows how all living things are the same and how are they different.
  - Depicts what drives people to explore.

# Creative Presentation Rubric

3	2	1	Score
<b>THE THING CREATED</b>			
The thing presented (visual, song, skit) was extremely unique and creative.	The thing presented was creative.	The thing presented was standard, not creative or unusual.	
The content accurately addressed, and focused mainly on the prompt.	The content was entertaining but did not focus mainly on or address the prompt.	The content did not address the prompt.	
The thing created contained 3 things that	The thing created contained 2 things that	The thing created contained 1 or less things	
<b>THE WRITING</b>			
The content of the writing included 5 pieces of evidence with explanation of the	The content of the writing included 4 pieces of evidence with explanation of the	The content of the writing included 3 or less pieces of evidence with explanation of the	
The writing was logically organized and used correct conventions.	The writing either was not logically organized or lacked correct conventions.	The writing was not logically organized AND had convention errors.	
All members of the group collaborated equally to produce the end product	Some of the members collaborated.	The group argued and did not manage to complete a project.	



**THANK YOU FOR JOINING! HAVE A GREAT  
EVENING!**

PARENT/TEACHER CONFERENCE COMMUNICATION COMING SOON

