

Writing Pieces

Weekly responses on reading assessment

Beginning of the year just introduction kickoff fun! Fiction

First Quarter

*Personal Narrative

History Chapter 2 European Exploration and Settlement Comic

Second Quarter

*Persuasive/opinion teaching and choice writing

History Chapter 3 Write a newspaper article advertising two colonies

Third Quarter

*Expository -Science Fair

History Chapter 9 Relate a quote to this time period and this culture

Fourth Quarter

*Persuasive/Opinion (review) - History Chapter 13 Relate how iron fisted rulers' unbiblical form of government led to much suffering in the world short response

*Expository (review) Science 11 & 12 medical research on circulatory and respiratory system

Fifth Grade Reflection optional if time

Personal Narrative
Use rubric as guidelines

Targets	Mastery? Y/N
-Writing tells about a personal experience	Y N
-Use paragraph structure	Y N
-Tells events in sequence	Y N
-Includes transitions (at least 3)	Y N
-Includes descriptive and sensory language (at least 3)	Y N
5 Y = 4 3-4 Y = 3 2 Y = 2 1Y = 1	
-Few errors in conventions (Spelling, Punctuation, Capitalization, Grammar) -Errors do not interfere with meaning of writing	Y N

*Convention grade goes under its own report card category

Opinion/Persuasive
Use rubric as guidelines

Targets	Mastery? Y/N
-Presents a clear opinion supported by relevant evidence including facts and details	Y N
-Use paragraph structure -Organized logically, engaging introduction, and a conclusion that leaves readers with something to think about	Y N
-Shows interest in the issue	Y N
-Has a conclusion that asks readers to take action	Y N
-Uses some transitional words or phrases (at least 3)	Y N
5 Y = 4 3-4 Y = 3 2 Y = 2 1Y = 1	
-Few errors in conventions (Spelling, Punctuation, Capitalization, Grammar) -Errors do not interfere with meaning of writing	Y N

*Convention grade goes under its own report card category

Expository
Use rubric as guidelines

Targets	Mastery? Y/N
- Gives an informative, interesting, detailed explanation of a topic	Y N
-Use paragraph structure -Organized logically, engaging introduction, and a conclusion that leaves readers with something to think about	Y N
-Uses relevant facts, definitions, details, examples that clearly explain the topic	Y N
-shows awareness of readers and works to teach about the key topic	Y N
-Uses some transition words or phrases (at least 3)	Y N
5 Y = 4 3-4 Y = 3 2 Y = 2 1Y = 1	
-Few errors in conventions (Spelling, Punctuation, Capitalization, Grammar) -Errors do not interfere with meaning of writing	Y N

*Convention grade goes under its own report card category

Science: Chapter 3 - Matter (Intro activity - pg 1 Activity Manual)

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
<ul style="list-style-type: none"> Identify and describe the three states of matter <ul style="list-style-type: none"> List examples of solids, liquids, and gases Define physical change Differentiate among melting, freezing, vaporization, and condensation <p>God's orderly design</p>	Study Guide pg. 43-44	26		21 Y N	
<ul style="list-style-type: none"> Use a scientific method 	Experiment - Pennies - pg. 45-46	10		8 Y N	
<ul style="list-style-type: none"> Identify atoms as small particles of matter Differentiate between elements and compounds Contrast chemical changes and physical changes 	Study Guide pg. 47-48	12		10 Y N	
<ul style="list-style-type: none"> Use a scientific method Apply the physical properties of the items that make up a mixture 	Experiments - Mixture - pg. 49-50	10		8 Y N	
<ul style="list-style-type: none"> Explain the difference between a mixture and a compound <ul style="list-style-type: none"> Identify a solution as a type of mixture <ul style="list-style-type: none"> Identify the parts of a solution Define concentration Identify some ways that substances in a mixture can be separated using physical properties 	Chapter Review pg. 53-54	19		15 Y N	
<ul style="list-style-type: none"> Demonstrate knowledge of concepts listed above 	Assessment (Quiz A & C)	20		16 Y N	
<div>6 Y = 4 4-5 Y = 3 3 Y = 2 1-2 Y = 1</div>					

Science Chapter 4 - Energy and Heat (Collect insulating materials & Juice Carton)

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
<ul style="list-style-type: none"> Differentiate between potential energy and kinetic energy can cause matter to change to a different state Explain what happens during thermal expansion Define calorie 	Study Guide pg. 65-66	17		14 Y N	
<ul style="list-style-type: none"> Use a scientific method Define heat Recognize that heat always flows from a warmer substance to a cooler substance 	Experiment -Transfer of Energy pg. 77-78	10		8 Y N	
<ul style="list-style-type: none"> Identify and describe three ways that heat occurs Differentiate between conductors and insulators 	Study Guide pg. 73-74	24		19 Y N	
<ul style="list-style-type: none"> Use a scientific method Recognize that substances differ in their ability to store thermal energy Recognize that increasing or decreasing thermal energy 	Experiment -Make your own refrigerator pg. 71-71	10		8 Y N	
<ul style="list-style-type: none"> Explain why controlling heat is necessary and how this applies to space travel Apply concepts learned to everyday situations 	Chapter Review pg.76 & 80	12		10 Y N	
<ul style="list-style-type: none"> Demonstrate knowledge of concepts listed above 	Assessment (Quiz A & C)	20		16 Y N	
6 Y = 4 4-5 Y = 3 3 Y = 2 1-2 Y = 1					

Science Chapter 1 - Minerals and Rocks

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
<ul style="list-style-type: none"> Identify and locate the layers of the earth Describe features of the core, mantle, and crust 	Study Guide pg. 4	17		14 Y N	
<ul style="list-style-type: none"> Use a scientific method <ul style="list-style-type: none"> Define mineral Identify crystal structure, luster, hardness, color, and cleavage as characteristics of minerals 	Experiment -Mineral Characteristics pg. 7-8	10		8 Y N	
<ul style="list-style-type: none"> Identify crystal structure, luster, hardness, color, and cleavage as characteristics of minerals Differentiate between characteristics of precious and semiprecious stones List some common uses of minerals 	Study Guide pg. 11-12	19		15 Y N	
<ul style="list-style-type: none"> Use a scientific method Observe the formation of Epsom-salt crystals Collect and record observation data 	Experiment - Making Crystals pg. 9-10	10		8 Y N	
<ul style="list-style-type: none"> Identify three types of rock and explain how each is formed List examples of igneous rock, sedimentary rock, and metamorphic rock 	Chapter Review pg. 19	12		10 Y N	
<ul style="list-style-type: none"> Demonstrate knowledge of concepts listed above 	Assessment (Quiz A & C)	20		16 Y N	
6 Y = 4 4-5 Y = 3 3 Y = 2 1-2 Y = 1					

Science Chapter 5 - Weather

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
<ul style="list-style-type: none"> • Describe the atmosphere • Define air pressure • Recognize that gravity pulls the atmosphere toward the earth • Identify and describe the two lower layers of the atmosphere 	Study Guide pg. 83	16		13 Y N	
<ul style="list-style-type: none"> • Use a scientific method • Compare and contrast high-pressure air masses and low pressure air masses • Explain how temperature affects wind 	Experiment- Air Mass pg. 138 (Teacher Manual) -Group work pg. 84 (Activity Manual)	10		8 Y N	
<ul style="list-style-type: none"> • Define front and describe three types • Differentiate between global winds and local winds • Name examples of global winds and local winds 	Study Guide pg. 85-86	20		16 Y N	
<ul style="list-style-type: none"> • Use a scientific method • Identify and describe three basic shapes of clouds 	Experiment -Cloud Types (Chalk, Cotton balls, Drawing) pg. 92	10		8 Y N	
<ul style="list-style-type: none"> • Define precipitation & humidity • Differentiate among rain, sleet, snow, and hail • Describe characteristics of severe weather • Differentiate between a weather watch & warning 	Chapter Review pg. 88 & 90	23		18 Y N	
<ul style="list-style-type: none"> • Demonstrate knowledge of concepts listed above 	Assessment (Quiz A & C)	20		16 Y N	
6 Y = 4 4-5 Y = 3 3 Y = 2 1-2 Y = 1					

Science Chapter 6 - Biomes

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
<ul style="list-style-type: none"> • Differentiate between a biome and the biosphere • Identify climate as a major influence on land biomes • Describe basic characteristics of the tundra 	Study Guide pg. 98	12		10 Y N	
<ul style="list-style-type: none"> • Describe basic characteristics of grasslands • Compare and contrast prairies and savannas • Name ways some savanna grasses and trees survive the dry season • Describe characteristics that all deserts have in common 	Study Guide pg. 101	16		13 Y N	
<ul style="list-style-type: none"> • Research a biome (Land or Aquatic) • Create a model of that biome 	Project - Biome	100		80 Y N	
<ul style="list-style-type: none"> • Research and Group Work 	Project- Biom	10		8 Y N	
<ul style="list-style-type: none"> • Demonstrate knowledge of concepts listed above 	Assessment - Presentation on Biome (Speaking & Listening Grade)	20		16 Y N	
<div>5 Y = 4 3-4 Y = 3 2 Y = 2 1Y = 1</div>					

Science Chapter 7 - Interactions in an Ecosystem

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
<ul style="list-style-type: none"> • Explain the relationships between individuals, communities, and populations • Identify the functions of producers, consumers, and decomposers • Explain why scavengers and decomposers are important to an ecosystem 	Study Guide pg. 117-118	24		19 Y N	
<ul style="list-style-type: none"> • Differentiate between a food chain and a food web • Describe the transfer of energy from one organism to another • Explain how competition affects population size 	Study Guide pg. 122	10		8 Y N	
<ul style="list-style-type: none"> • Use a scientific method • Describe relationships among animals and plants in a simple ecosystem <ul style="list-style-type: none"> • Identify predators and prey within a food web • Model a food web • Recognize interrelationships among organisms in a food web • Explain why the kinds of teeth in a skull may determine the kinds of food an animal eats 	Experiment - Owl Pellets pg. 121	20		16 Y N	
<ul style="list-style-type: none"> • Identify different kinds of symbiosis • Differentiate between instincts and learned behaviors • Give examples of instincts and learned behaviors 	Chapter Review pg. 128-129	16		13 Y N	
<ul style="list-style-type: none"> • Demonstrate knowledge of concepts listed above 	Assessment (Quiz A & C)	20		16 Y N	
<div>5 Y = 4 3-4 Y = 3 2 Y = 2 1Y = 1</div>					

Science Chapter 11 - Respiratory System

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
<ul style="list-style-type: none"> • Identify the respiratory system as the breathing system • Differentiate between involuntary and voluntary breathing <ul style="list-style-type: none"> • Identify the muscles that help with breathing • Describe the movement of the body and air when inhaling and exhaling 	Study Guide pg.175	13		Y N	
<ul style="list-style-type: none"> • List the parts of the respiratory system from the nose to the larynx <ul style="list-style-type: none"> • Describe the function of the epiglottis • Explain how the vocal cords produce sound 	Study Guide pg. 178	15		Y N	
<ul style="list-style-type: none"> • Use a scientific method • Make a model of a lung • Identify and describe the trachea, bronchi, and lungs 	Experiment - Candy Respiratory System pg. 179	20		16 Y N	
<ul style="list-style-type: none"> • Identify and describe the trachea, bronchi, and lungs <ul style="list-style-type: none"> • Describe the function of the lungs • Explain causes of snoring, hiccupping, coughing, and sneezing • Identify some conditions that make it difficult to breathe properly 	Chapter Review pg. 180 & 185	26		Y N	
<ul style="list-style-type: none"> • Demonstrate knowledge of concepts listed above 	Assessment (Quiz A & C)	20		16 Y N	
<div> <div>5 Y = 4</div> <div>3-4 Y = 3</div> <div>2 Y = 2</div> <div>1Y = 1</div> </div>					

Science Chapter 12 - Circulatory System

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
<ul style="list-style-type: none"> • Name the parts of the circulatory system • Describe the path of blood through the heart • Explain the function of the heart's pacemaker 	Study Guide pg. 191-192	17		14 Y N	
<ul style="list-style-type: none"> • Differentiate between arteries and veins • Describe platelets, red blood cells, and white blood cells • Name the four main blood types 	Study Guide pg. 195-196	13		10 Y N	
<ul style="list-style-type: none"> • Use a scientific method • Calculate the heart rate • Calculate how long it takes the heart rate to return to normal • Recognize healthy heart habits 	Experiment - Healthy Hearts Workshop	20		16 Y N	
<ul style="list-style-type: none"> • Identify organs that help remove wastes from the body • Recognize that the kidneys help clean the blood • Name three ways to stay healthy 	Chapter Review pg. 203-204	12		9 Y N	
<ul style="list-style-type: none"> • Demonstrate knowledge of concepts listed above 	Assessment (Quiz A & C)	20		16 Y N	
<div>5 Y = 4 3-4 Y = 3 2 Y = 2 1Y = 1</div>					

Reading plans to be copied for each week

Unit : _____ Week : _____

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
-Show comprehension of 8 vocabulary words through in class notes and weekly check in	Vocab Words	8		6 Y N	
-After 2 homework assignments on a grammar concept, show competency at the weekly skill on an assessment	Grammar Assessment	10		8 Y N	
-Demonstrate the ability to uncover the meanings of unknown and multiple meaning words and phrases	Assessment Vocabulary	10		8 Y N	
-Demonstrate understanding of the text through the use of comprehension skills learned this week in either reading for information or reading for literature	Assessment Comprehension	10		8 Y N	
-Craft a written response that shows critical thinking skills and supports an opinion/position by using text evidence	Writing Comprehension	4		3 Y N	

*Grades go to various report card categories (Vocabulary, Comprehension, Conventions, Writing)

Unit : _____ Week : _____

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-After 2 homework assignments on a grammar concept, show competency at the weekly skill on an assessment	Grammar Assessment	10		8 Y N	
-Demonstrate the ability to uncover the meanings of unknown and multiple meaning words and phrases	Assessment Vocabulary	10		8 Y N	
-Demonstrate understanding of the text through the use of comprehension skills learned this week in either reading for information or reading for literature	Assessment Comprehension	10		8 Y N	
-Craft a written response that shows critical thinking skills and supports an opinion/position by using text evidence	Writing Comprehension	4		3 Y N	

*Grades go to various report card categories (Vocabulary, Comprehension, Conventions, Writing)

Fifth Grade Math Unit Plans

Units	# of Quick Quizzes
Unit 1	2
Unit 2	3
Unit 3	3
Unit 4	2
Unit 5	2
Unit 6	3
Unit 7	2
Unit 8	3

For units with 3 quizzes, I just used those with the assessment for the 5 grades.

For units with only 2 quizzes, I added in a homework check or an exit ticket grade.

There is a box for the assessment retake option as well.

Math Unit 1

Target	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
-1A Create equivalent fractions by multiplying or dividing numerators and denominators of given fractions by the same number -1B Compare fractions using a variety of strategies, including by rewriting them with a common denominator	Quick Quiz 1	5		4 Y N	
-1C Add and subtract fractions and mixed numbers with like and unlike denominators -1D Make reasonable estimates of sums and differences of fractions and mixed numbers -1E Solve real world problems	Quick Quiz 2	5		4 Y N	
•Demonstrate knowledge of concepts listed above	Quick Quiz 3 (Ch Rev #6-10)	5		4 Y N	
•Demonstrate knowledge of concepts listed above	Chapter Review -(Form B)	25		20 Y N	
•Demonstrate knowledge of concepts listed above	Assessment	10		8 Y N	
Retake Option	Retake Assessment	10			

5 Y 3-4 Y = 3 2 Y = 2 1Y = 1

Math Unit 2

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
-2A Read, write, and identify the places of decimal numbers and whole numbers -2B Compare decimal numbers	Quick Quiz 1	5		4 Y N	
-2D Add and subtract decimals to hundredths -2E Solve problems involving addition and subtraction of decimals	Quick Quiz 2	5		4 Y N	
-2C Round numbers and estimate sums and differences -2D Add and subtract decimals to hundredths -2E Solve problems involving addition and subtraction of decimals	Quick Quiz 3	5		4 Y N	
•Demonstrate knowledge of concepts listed above	Chapter Review (Form B)	25		20 Y N	
•Demonstrate knowledge of concepts listed above	Assessment	10		8 Y N	
Retake Option	Retake Assessment	10			

5 Y = 4

3-4 Y = 3

2 Y = 2

1Y = 1

Math Unit 3

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
-3A Multiply a fraction, whole number, or mixed number by a fraction or a mixed number	Quick Quiz 1	5		4 Y N	
-3A Multiply a fraction, whole number, or mixed number by a fraction or a mixed number -3D Predict how a product will compare to one factor based on the size of the other -3E Solve real world problems	Quick Quiz 2	5		4 Y N	
-3B Divide a whole number by a whole number by a whole number in cases where the quotient is a fraction or a mixed number -3C Divide a unit fraction by a whole number or a whole number by a unit fraction -3E Solve real world problems	Quick Quiz 3	5		4 Y N	
•Demonstrate knowledge of concepts listed above	Chapter Review (Form B)	25		20 Y N	
•Demonstrate knowledge of concepts listed above	Assessment	10		8 Y N	
Retake Option	Retake Assessment	10			

5 Y = 4

3-4 Y = 3

2 Y = 2

1Y = 1

Math Unit 4

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
-4A Multiply whole numbers by powers of ten with and without exponents -4B Multiply multi digit whole numbers fluently -4E Solve real world problems	Quick Quiz 1	5		4 Y N	
-4C Multiply decimals by powers of ten with and without exponents -4D Multiply decimal numbers -4E Solve real world problems	Quick Quiz 2	5		4 Y N	
•Demonstrate knowledge of concepts listed above	Quick Quiz 3 (Ch Review #13,14,19,20,23)	5		4 Y N	
•Demonstrate knowledge of concepts listed above	Chapter Review (Form B)	25		20 Y N	
•Demonstrate knowledge of concepts listed above	Assessment	10		8 Y N	
Retake Option	Retake Assessment	10			

5 Y = 4 (> 70%)

3-4 Y = 3 (60%)

2 Y = 2 (50%)

1Y = 1 (< 50%)

Math Unit 5

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
-5A Divide multi digit whole numbers by one and two digit whole numbers with and without remainders -5B Interpret the remainder of a whole number division problem in a way that makes sense in context of the problem	Quick Quiz 1	5		4 Y N	
-5C Describe the shift patterns that occur when a number is divided by powers of the 10 that are expressed with and without exponents -5D Divide whole numbers and decimals by decimals to hundredths -5E Solve real world problems	Quick Quiz 2	5		4 Y N	
•Demonstrate knowledge of concepts listed above	Quick Quiz 3 (Ch Rev #8,9,13,14,25a)	5		4 Y N	
•Demonstrate knowledge of concepts listed above	Chapter Review (Form B)	25		20 Y N	
•Demonstrate knowledge of concepts listed above	Assessment	10		8 Y N	
Retake Option	Retake Assessment	10			

5 Y = 4

3-4 Y = 3

2 Y = 2

1Y = 1

Math Unit 6

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
-6A Write an equation to solve a problem -6B Write a word problem and model the product or quotient -6C Determine if an answer is reasonable	Quick Quiz 1	5		4 Y N	
-6D Solve real world comparison problems	Quick Quiz 2	5		4 Y N	
-6E Solve multi step problems	Quick Quiz 3	5		4 Y N	
•Demonstrate knowledge of concepts listed above	Chapter Review (Form B)	25		20 Y N	
•Demonstrate knowledge of concepts listed above	Assessment	10		8 Y N	
Retake Option	Retake Assessment	10			

5 Y = 4

3-4 Y = 3

2 Y = 2

1Y = 1

Math Unit 7

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
-7A Use the Order of Operations to simplify and evaluate expressions with and without grouping symbols -7B Write simple expression from words and write words for simple expressions	Quick Quiz 1	5		4 Y N	
-7C Generate two numerical patterns given rules and generate ordered pairs -7D Locate and plot points in Quadrant I of the coordinate plane -7E Solve real world problems	Quick Quiz 2	5		4 Y N	
•Demonstrate knowledge of concepts listed above	Quick Quiz 3 (Ch Rev #12-16)	5		4 Y N	
•Demonstrate knowledge of concepts listed above	Chapter Review (Form B)	25		20 Y N	
•Demonstrate knowledge of concepts listed above	Assessment	10		8 Y N	
Retake Option	Retake Assessment	10			

5 Y = 4

3-4 Y = 3

2 Y = 2

1Y = 1

Math Unit 8

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
-8A Multiply or divide to convert among standard measurement units within a given measurement -8E Make a line plot to display fractional measurements and solve problems -8F Solve real world problems	Quick Quiz 1	5		4 Y N	
-8C Use a formula to find the volume of a rectangular prism -8D Classify 2 dimensional figures based on properties -8F Solve real world problems	Quick Quiz 2	5		4 Y N	
-8B Use a formula to find the area or unknown side length of a rectangle with fractional side lengths -8C Use a formula to find the volume of a rectangular prism -8F Solve real world problems	Quick Quiz 3	5		4 Y N	
•Demonstrate knowledge of concepts listed above	Chapter Review (Form B)	25		20 Y N	
•Demonstrate knowledge of concepts listed above	Assessment	10		8 Y N	
Retake Option	Retake Assessment	10			

5 Y = 4

3-4 Y = 3

2 Y = 2

1Y = 1

Year Overview for History

First Quarter

Chapter 1 - Tribe Project

Chapter 2 - European Exploration and Settlement Comic

Second Quarter

Chapter 3 - Write a newspaper article advertising two colonies

Chapter 7 - Reenactment Day

Third Quarter

Chapter 9 - Relate a quote to this time period and this culture

Chapter 11 - Poster on WWI

Fourth Quarter

Chapter 12 - Slideshow on a key figure in 20s or 30s

Chapter 13- Short opinion response on one ruler and how their unbiblical form of government led to suffering

*Possible end project - Timeline of US history

Chapter 1 - America's First People **EXAMPLE PAGE**

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
-Locate the early Native American cultural groups - Examine how Native Americans fulfilled the Creation Mandate	Study Guide pg. 7-8	19	14	15 Y N	
-Identify characteristics of a particular Indian culture	Study Guide pg. 15-16	18	15	14 Y N	
-Identify beliefs of several Indian culture groups -Describe shamans and shamanism -Use God's Word to draw a biblical conclusion about spirits	Chapter Review pg. 14 (in place of quiz)	9	8	7 Y N	
-Identify characteristics of assigned tribe outlined in project guidelines and compare with other tribes	Project - Tribe Project	100	85	80 Y N	
-Show understanding and comprehension of America's First People	Assessment	20	13	16 Y N	

5 Y = 4

3-4 Y = 3

2 Y = 2

1Y = 1

Chapter 1 - America's First People

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
-Locate the early Native American cultural groups - Examine how Native Americans fulfilled the Creation Mandate	Study Guide pg. 7-8	19		15 Y N	
-Identify characteristics of a particular Indian culture	Study Guide pg. 15-16	18		14 Y N	
-Identify beliefs of several Indian culture groups -Describe shamans and shamanism -Use God's Word to draw a biblical conclusion about spirits	Chapter Review pg. 14 (in place of quiz)	9		7 Y N	
-Identify characteristics of assigned tribe outlined in project guidelines and compare with other tribes	Project - Tribe Project	100		80 Y N	
-Show understanding and comprehension of America's First People	Assessment	20		16 Y N	

5 Y = 4

3-4 Y = 3

2 Y = 2

1Y = 1

Chapter 2 - European Exploration and Settlement

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
-Identify changes, challenges, and pressures that made Europeans want to explore the world	Study Guide pg. 25	16		13 Y N	
-List reasons the English began to start new colonies in America	Study Guide pg. 31-32	20		16 Y N	
-Identify changes, challenges, and pressures that made Europeans want to explore the world	Quiz	10		8 Y N	
-Compare the first settlements in North America through a 3 panel cartoon strip	Project - Cartoon	100		80 Y N	
-Show understanding and comprehension of European Exploration and Settlement	Assessment	20		16 Y N	

5 Y = 4

3-4 Y = 3

2 Y = 2

1Y = 1

Chapter 3 - The 13 Colonies

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
-List reasons why Europeans came to American -Name the 3 regions of the 13 Colonies	Study Guide pg. 39-40	33		26 Y N	
-Describe colonial life -Describe religion in the New England colonies	Study Guide pg. 47-48	17		14 Y N	
-List reasons why Europeans came to American -Name the 3 regions of the 13 Colonies	Quiz	10		8 Y N	
-Compare and contrast life, religion, work, and education in 2 specific colonies	Project - Creative Write: Newspaper Article from that time period advertising 2 Colonies	100		80 Y N	
-Show understanding and comprehension of The 13 Colonies	Assessment	20		16 Y N	

5 Y = 4

3-4 Y = 3

2 Y = 2

1Y = 1

Chapter 7 - Civil War

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
<ul style="list-style-type: none"> - Identify the history of slavery in the United States - Examine how slavery affected the economy - Recognize key people involved in the Civil War 	Study Guide pg. 105-106	26		21 Y N	
<ul style="list-style-type: none"> - Relate the military advances - Explain advantages of each side - Recognize generals 	Study Guide pg. 111-112	22		17 Y N	
<ul style="list-style-type: none"> - Identify the history of slavery in the United States - Examine how slavery affected the economy - Recognize key people involved in the Civil War 	Quiz	10		8 Y N	
<ul style="list-style-type: none"> - Relate military advances and motives to real life role playing - Follow up debrief with the effects of war 	Project - Reenactment Day	100		80 Y N	
<ul style="list-style-type: none"> - Show understanding and comprehension of the Civil War 	Assessment	20		16 Y N	

5 Y = 4

3-4 Y = 3

2 Y = 2

1Y = 1

Chapter 9 - The Gilded Age

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
<ul style="list-style-type: none"> -Explain social Darwinism and why it is a dangerous belief -Explain responses to problems created by social Darwinism -Evaluate how wealthy Americans managed their money 	Study Guide pg. 135-136	24		19 Y N	
<ul style="list-style-type: none"> -Explain why and how cities experienced growth -Examine problems created by the urbanization of America -Identify social reforms that began during the Gilded Age 	Study Guide pg. 145-146	20		16 Y N	
<ul style="list-style-type: none"> -Explain social Darwinism and why it is a dangerous belief -Explain responses to problems created by social Darwinism -Evaluate how wealthy Americans managed their money -Identify forms of entertainment and the arts 	Quiz	10		8 Y N	
<ul style="list-style-type: none"> -Respond to a quote from the Gilded Age & reflect on its meaning -Integrate quote with social Darwinism 	Project - Quote Response (relate quote to this time period and today's culture)	100		80 Y N	
<ul style="list-style-type: none"> -Show understanding and comprehension of the Gilded Age 	Assessment	20		16 Y N	

5 Y = 4

3-4 Y = 3

2 Y = 2

1Y = 1

Chapter 11 - World War 1

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
-Examine the war on the eastern front -Describe weapons of World War I -Evaluate Germany's unrestricted submarine warfare	Study Guide pg. 169	16		13 Y N	
-Identify the American Expeditionary Force (AEF) - Recognize Allied military commanders -Examine European battles -Review all alliances	Study Guide pg. 177-178	23		18 Y N	
-Examine the war on the eastern front -Describe weapons of World War I -Evaluate Germany's unrestricted submarine warfare	Quiz	10		8 Y N	
-Recognize events that led to war in Europe -Describe weapons of World War I -Examine ways that Americans supported the war	Project - Poster (choice of topic)	100		80 Y N	
-Show understanding and comprehension of World War 1	Assessment	20		16 Y N	

5 Y = 4

3-4 Y = 3

2 Y = 2

1Y = 1

Chapter 12 - Roaring 20's and Depressing 30's

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
-Identify Warren Harding and Calvin Coolidge as America's presidents in the 1920s -Explain Andrew Mellon's tax plan -Compare/Contrast religious beliefs	Study Guide pg. 185-186	23		18 Y N	
-Identify Herbert Hoover and Franklin D. Roosevelt as the next two presidents of the United States -Explain why the stock market crashed in 1929 -Explain the purpose of the New Deal	Study Guide pg. 193-194 *video on Kittridge	19		15 Y N	
-Identify Warren Harding and Calvin Coolidge as America's presidents in the 1920s -Explain Andrew Mellon's tax plan -Compare/Contrast religious beliefs	Quiz	10		8 Y N	
-Identify a key concept or figure during the 20's & 30's -Relate concept or figure to the culture and events in that time	Project - Slideshow on one key figure in 20s or 30s	100		80 Y N	
-Show understanding and comprehension of the Roaring 20's and Depressing 30's	Assessment	20		16 Y N	

5 Y = 4

3-4 Y = 3

2 Y = 2

1Y = 1

Chapter 13 & 14 - Rulers with Iron Fists and The Second World War

Targets	Assignments	Target Goal	Score	Mastery? (80%) Y/N	Parent Initial
<ul style="list-style-type: none"> -Choose 1 ruler: examine life, describe rise to power, examine their beliefs in relation to Bible -Relate how their unbiblical form of government led to much suffering in the world 	Ch 13 Project (Hirohito, Hitler, Mussolini, Stalin) *helper pg 203,209-210	100		80 Y N	
<ul style="list-style-type: none"> -Describe what the US did to mobilize for the war -Analyze Roosevelt's decision to make fighting Hitler the priority - Explain how German troops were pushed out of North Africa and the USSR 	Study Guide pg. 217-218	28		22 Y N	
<ul style="list-style-type: none"> -Analyze the Holocaust -Explain the Allies' strategy for fighting against Japan - State reasons that the atomic bomb was developed -Describe military roles in World War II 	Study Guide pg. 223-224	20		16 Y N	
<ul style="list-style-type: none"> -Describe what the US did to mobilize for the war -Analyze Roosevelt's decision to make fighting Hitler the priority - Explain how German troops were pushed out of North Africa and the USSR 	Ch 14 Quiz	10		8 Y N	
	Assessment	20		16 Y N	

5 Y = 4

3-4 Y = 3

2 Y = 2

1Y = 1

Culminating Activity - Timeline of US History

Date	Event & Chapter
1200-1400	Chapter 1 - America's First People -Colonization
1492-1600	Chapter 2 - European Exploration and Settlement
1607-1741	Chapter 3 - The 13 Colonies
1861-1866	Chapter 7 - Civil War
1873-1890	Chapter 9 - The Gilded Age
1914-1918	Chapter 11 - World War 1
1920-1940	Chapter 12 - Roaring 20's and Depressing 30's
1920-1946	Chapter 13 & 14 - Rulers with Iron Fists and The Second World War

Timeline Templates

<https://notebookingfairy.com/timeline-notebooking-pages/>