A.5. CURRICULUM SAMPLE – Fifth Grade Writing

Grade Level	Content Area	Course Title	Unit Title
5th	**Writing/ Social Studies**	**N/A**	**Country Research Project Fifth Grade**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days	**4th Quarter**	Every student should understand and use all concepts and skills from the previous grade levels with regard to Reading/Writing according to Common Core Standards.

Unit Description

This unit focuses on developing expository writing skills while researching a country. In this unit, students use multiple resources to learn about a country from around the world. Students will create a graphic organizer, write a persuasive expository letter convincing classmates to go on vacation to the country they researched, and give an oral presentation telling about the country they researched.

Common Core Standards	**5.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **5.W.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **5.SL.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
Summative Assessment	**5.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **5.W.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **Listening and Speaking** **5.SL.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
Assessment Scoring	**Writing** Graphic Organizer 25 points, Letter 25 points (see grading sheet for possible points) **Listening and Speaking** Oral Presentation 20 points (see rubric 4 point scale) Sentences will be given one point for having correct conventions, and 1 point for having a factual topic. Additionally, students will be given 3 points if all sentences are on topic, and 2 points if the piece has a sense of closure. See the rubric at the end of this lesson. Mastery: 80%.
Materials/Resources Needed	Lined and unlined paper, pencils, map of the United States and a map of the world, graphic organizers, transparencies, whiteboards and markers, World *Geography: North America, US from Discovery Education*–video (video will take two class periods or you can choose various segments), Letter Guidelines, Oral Presentation Rubric.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction	1. Write the following prompt on the board: *List all*	1. Explain to the students that recording	1. Pass out the video worksheet.	1. Explain to students that they will be using	1. Explain to students that they

	the countries you have been to and your favorite thing to do in that state. Give students five minutes for a quick write. 2. Allow students to share with a partner. 3. Choose a few students to share what they have written with the whole class and share your own thoughts. 4. Explain to the students that they are going to be researching a country for this unit. 5. Have each student draw one state name out of a hat. 6. Give students five minutes to write down everything they know about the country they have picked. Tell them to put a question mark next to any fact they are unsure of. 7. Tell the students they must use a minimum of three different resources to complete their research. Ask them what resources they could use to research their states. 9. Explain to the students that you will be teaching them note taking methods in order to make their research easier to organize.	information in a graphic organizer can often help keep track of information in a meaningful way. 2. Pass out the graphic organizer and a pencil to each student. 3. Read over the directions and each section of the graphic organizer. Ask if there are any questions. 4. Explain to students that they will fill out their state Graphic Organizer using three resources. 5. Model your home country (country you are currently teaching in) information on the Country Graphic Organizer Worksheet transparency using an overhead projector. Show students how to find a few information examples, but don't do the whole sheet. 6. Have students start their research. Plan to give them one more class period to complete their research. 8. Collect Country Graphic Organizers and	2. Tell the students they are responsible to take notes on the video worksheet as they watch and to complete the quiz. 3. Play the video. 4. After the video make sure all students were able to get all of the answers. Allow students to work together if necessary to make sure they have completed the video worksheet. 5. After the video give the students time to update their graphic organizers from Lesson 2 with the new information from the video. 6. Review the rubric as a group. Have students evaluate what they have so far with a partner. Answer any questions they may have at this time. 7. Give students more time to research if necessary.	the information about their state that they gathered in their State Graphic Organizer from the previous lessons to write a letter to the class. 2. Explain to the students that the letter will be from them to their classmates. They will write as if they are on vacation visiting their country and want to persuade their classmates to visit the state. 3. Pass out the Country Vacation Letter Guidelines. Go over the directions and bullets of what to include in the letter. Let students know that this letter isn't an essay; it should be short and sweet with correct grammar, spelling, and punctuation. 4. Teacher can write a Country Vacation Letter (using home country) and show it on the overhead using a transparency if necessary. Read it aloud to the class, showing them how to combine	will be giving an Oral Presentation on the country they researched. 2. Draw state names out of a hat for students to give presentations.

		other worksheets before students leave.		information in sentences. 5. Pass out pencils and lined paper to every student. 6. Collect completed letters. 7. Pass out rubric for oral presentation so students can prepare.	

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities	1. Participate in a quick write responding to the prompt. 2. Participate in a class discussion sharing knowledge about country. 3. Draw a state from the hat. 4. Write down facts about the country.	1. Read over graphic organizer with teacher. 2. Begin researching Country and filling in graphic organizer.	1. Watch video and take notes completing video worksheet. 2. Check with classmates to make sure answers are correct. 3. Use video notes to update graphic organizer from lesson 4. Complete research.	1. Read over Vacation Letter Guidelines. 2. Write a Vacation Letter following the guidelines, using notes from graphic organizer.	1. Give oral presentation. 2. Listen to oral presentations of classmates.

Video Worksheet

World Geography North America: United States

1. The climate of North America is _____.

A) mostly dusty and dry
B) mostly humid and hot
C) different in different places
D) mostly frozen and subtropical

2. To study the Earth, geographers often divide it into four quadrospheres.

A) true
B) false

3. Among the world s recyclable natural resources is _____.

A) coal
B) water
C) apples
D) maple syrup

4. Washington, D.C. is _____.

A) the nation s capital
B) the South s largest city
C) the smallest city in the South
D) the southernmost city in the United States

5. One of the Mississippi River s major tributaries is the _____.

A) Rio Grande
B) Hudson River
C) Missouri River
D) Columbia River

6. Although the Midwest is home to many economic activities, the region s economic backbone is _____.

A) farming
B) fishing
C) tourism
D) basket-making

7. On the American prairie, fire _____.

A) only happens in winter

B) leaves the grasslands untouched
C) is part of the prairie s natural cycle
D) is the worst thing that could happen

8. In the West, the Colorado River carved which of the following?

A) Death Valley
B) Mount Rushmore
C) the Grand Canyon
D) Yellowstone National Park

9. Archaeologists can tell from Anasazi buildings that the ancient ones _____.

A) lived in the East
B) worshipped nothing
C) understood astronomy
D) used lumber as the major building material

10. The natural resource that helped California achieve statehood was _____.

A) gold
B) sand
C) beaver
D) timber

Country Graphic Organizer

Name_____ Date_____

Directions: Use a book about your country and at least one other source to fill in the blanks about your state. Your other source may be any one of these: encyclopedia, atlas, or Internet web site.

Name of Country: _____

Capital City: _____

Famous people from the country (at least three)

_____ _____ _____

Interesting facts (at least two)

_____

_____

National Motto	National Flower
Native Cuisine	National Currency
National Tree	National Anthem
Country borders (neighboring states, rivers, bodies of water and other countries	Important events that happened here (at least two)

Country Vacation Letter Guidelines

You will need to write a letter about your assigned country. Your letter needs to give an overview of your country. It needs to be creative, neatly done, and above all, informational.
The purpose of this letter is to persuade your classmates to visit your country. You will start your letter with, "Dear Class," and end your letter with "Sincerely," and your first and last name.

The following items need to be included in your letter:
____/3 An introduction and conclusion—these may include any of the following
____/2 country name
____/2 national currency
____/5 A physical description of your state. Include prominent physical landmarks such as mountains, lakes, rivers, deserts, etc.
____/5 Information on famous people and/or important events that occurred in your country
____/5 Information about any historical monuments, national parks, landmarks, and important attractions located in your country—things tourists would want to see
____/3 One "Did you know…" fact that you found while researching that you think is interesting and educational
____/25 Total points

Oral Presentation Rubric

4	3	2	1	Student was well prepare for presentation (did not read directly from script)
4	3	2	1	Student maintained eye contact with audience
4	3	2	1	Student spoke clearly, was easy to hear, and did not rush
4	3	2	1	Student shared accurate information and pointed out country on the map
4	3	2	1	Student maintained professional conduct throughout presentation

____/20 Total Score and Teacher's Comment:

Mastery at 80% of total score.