Global Studies

(Affective/Literacy) All Grade Levels will create notes using an outline for a blog to be published on our Seesaw Online Portfolios

Missouri Learning Standards: Grade - Level Expectations

W1A5 Students will use a prewriting strategy - outline
W1B5 Students will organize and sequence details/or events
W1B5 Students will address an appropriate audience and purpose
W1C5 Reread, revise and edit - word choice, transitions, details, organizational structure
W1D5 Students will use technology to demonstrate sufficient keyboarding skills and publish writing

National Association for Gifted Children Standards (NAGC)

Learning 1.1 Students with gifts and talents demonstrate self - knowledge
Learning 1.2 Students recognize the influences of their beliefs traditions, and values on their learning and behavior
Learning 1.6 Students benefit from meaningful and challenging learning activities addressing their unique characteristics and needs

(Affective/Literacy) All Grade Levels – Nonfiction Article

Missouri Learning Standards: Grade - Level Expectations

R1B5 Students will develop an understanding of vocabulary
R3B5 Students will identify reasons and provide evidence
R1A5 Students will infer by referencing textual evidence
R1A5 Students will use evidence to support analysis (Critical Thinking) form a judgement

National Association for Gifted Children Standards (NAGC)

Learning 1.1 Students with gifts and talents demonstrate self - knowledge
Learning 1.2 Students recognize the influences of their beliefs traditions, and values on their learning and behavior
Curriculum 3.6 Students are provided a variety of high quality resources and materials.
Environments 4.5 Students demonstrate advanced written skills.

Marzano’s 9 Effective Instructional Strategies

Note taking – teaching students how to take annotated notes/close reading

(Social Studies) Learning how to study for the US States test/capitals/Central & South America etc.

Missouri Learning Standards: Grade - Level Expectations

5.EG.5.A Students will use geographic sources to construct maps.
5.EG.5.B Students with name and locate states and capitals.

John Hattie Research
Teaching Study Skills
(Literacy) Poetry

Missouri Learning Standards: Grade - Level Expectations
R1C5 Text to World Connections
R2A5 Poetry theme
R2B5 How poets use sound and visual elements
R2C5 Figurative language
W1C5 Word choice, Voice
W1D5 Publish poems on Seesaw online portfolios

2nd - “City”
3rd - “I Dream a World”
4th - “Overpopulation”
5th - “The Road Not Taken”

National Association for Gifted Children Standards (NAGC)
Curriculum 3.6 Students are provided a variety of high quality resources and materials.
Environments 4.5 Students demonstrate advanced written skills and display fluency with technologies that support effective communication (Seesaw portfolios).

(Social Studies) Take a Trip in the United States using Google Earth

Missouri Learning Standards: Grade - Level Expectations
5.EG.5.A Students will use geographic sources to acquire information, answer questions and solve problems.
5.EG.5.G Students will use geography to plan for the future
5.TS.7.B Students will use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.

National Association for Gifted Children Standards (NAGC)
Curriculum 3.4 Students become independent investigators.
Curriculum 3.6 Students are provided a variety of high quality resources and materials.
Environments 4.5 Students demonstrate advanced written skills and display fluency with technologies that support effective communication (Google Earth).

(Technology) Minecraft Missions

National Association for Gifted Children Standards (NAGC)
Curriculum 3.4 Students become independent investigators.
Curriculum 3.6 Students are provided a variety of high quality resources and materials.
Environments 4.5 Students demonstrate advanced written skills and display fluency with technologies that support effective communication (Google Earth).

2016 ISTE Standards for Students (http://www.iste.org/standards/standards/for-students-2016)
ISTE.4a Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
ISTE.4c Students develop, test and refine prototypes as part of a cyclical design process.
ISTE.4d Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.
ISTE.7c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.