

5th Grade French Immersion Curriculum Map

updated June 2020

	French Literacy <i>Mille-feuilles CMI</i>	Science SEEd Storylines	Math REINFORCEMENT <i>French Envision Math 5</i>	Social Studies Reinforcement <i>Utah State Standards</i>
Aug Sept	Follow detailed Scope and Sequence Activités de rentrée - mise en place UNITÉ 1 - <i>Des textes pour raconter des petits bonheurs</i> UNITÉ 2 - <i>Des contes déformés</i>	All SEEd Storyline resources are found on the website . French versions will be available soon. Strand 5.1 - Characteristics and Interactions of Earth's Systems 5.1.1 Earth's Features (3 episodes, ~2 weeks)	PLEASE FOLLOW THE MATH MAP PROVIDED BY YOUR SCHOOL / DISTRICT There are 16 Topics in <i>Envision Math 5</i> : Topic 1 Place Value Topic 2 Adding and Subtracting Decimals Topic 3 Multiplying Whole Numbers Topic 4 Dividing by 1-Digit Divisors Topic 5 Dividing by 2-Digit Divisors Topic 6 Multiplying Decimals Topic 7 Dividing Decimals Topic 8 Numerical Expressions, Patterns... Topic 9 Adding and Subtracting Fractions Topic 10 Adding and Subtracting Mixed Numbers Topic 11 Multiplying and Dividing Fractions Topic 12 Volume of Solids Topic 13 Units of Measure Topic 14 Data Topic 15 Classifying Plane Figures Topic 16 Coordinate Geometry	These are the Utah State Standards. Your school/district may use a different program. Work with your English counterpart to know what/how you should be reinforcing these state standards. If you visit the pen.org website , you can find activities and lessons for each objective.
Oct	UNITÉ 3 - <i>Des récits mythologiques de l'Antiquité</i> AAPPL Assessment	5.1.2 Distribution of Water (4 episodes, 1-2 weeks) 5.1.3 Weathering and Erosion (4 episodes, 1-2 weeks)	Topic 16 Coordinate Geometry	Standard 1 - Students will understand how the exploration and colonization of North America transformed human history. Objective 1 - Describe and explain the growth and development of the early American colonies. Objective 2 - Assess the global impact of cultural and economic diffusion as a result of colonization. Objective 3 - Distinguish between the rights and responsibilities held by different groups of people during the colonial period.
Nov	UNITÉ 4 - <i>L'enfance en BD</i>	5.1.4 Earth's Systems Interactions (4 episodes, 1-2 weeks) 5.1.5 Natural Hazard Solutions (2 episodes, ~1 week)		
Dec	UNITÉ 5 - <i>Des récits d'aventures</i>		Plan with your English DLL teacher to determine which concepts you will reinforce in French each day. Use the 30-minute math reinforcement in French to promote oral language production through: 1- REVIEW Concept: Envision Reteach worksheet. After reviewing	Standard 2 - Students will understand the chronology and significance of key events leading to self-government. Objective 1 - Describe how the movement toward revolution culminated in a Declaration of Independence. Objective 2 - Evaluate the Revolutionary War's impact on

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Maria Teresa Tatto



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Annual Report Marshall Islands. Ministry of Education, 2005 **Improving Student Learning One Teacher at a Time**
Jane E. Pollock, 2007 Learn how making the right adjustments in four critical areas of practice curriculum instruction
assessment and feedback can help any teacher significantly improve student learning **Educator's Guide to Grants, The**
Dr. Linda Karges-Bone, 2011-09-01 Do you need funds for a pre school autism program Uniforms for the girls cross country
team Funding for a childhood obesity or literacy program Dollars to help teachers learn to use interactive white boards or
travel for study abroad This book is designed to help schools and non profits find funding and create proposals to access
funds successfully Novices just learning to negotiate grant writing and more experienced writers seeking million dollar
awards will find insight and assistance with The Educator's Guide to Grants A zipped folder included with the book features a
screened list of hundreds of funding sources matched to each grant area **California in a Time of Excellence** James
Andrew LaSpina, 2009-02-26 Follows California's efforts at reforming the public school system from 1983 to the present
Reading Across International Boundaries Roger Openshaw, Janet Soler, 2007-06-01 Reading Across International
Boundaries edited by Roger Openshaw and Janet Soler clearly demonstrates these broader characteristics of debates about
the teaching of reading It sets the educational issues firmly in the context of the social cultural and political dynamics that
inform and animate them and give them their meaning It does so by setting out to understand their historical and
comparative dimensions Establishing the historical context highlights the origins and also the longevity of the problems and
conflicts that are now widely familiar The comparative approach also gives purchase on the wide range of approaches taken
to these issues in nations around the world More than this however this collection takes us into the realm of international
influences It underlines how debates in this area are not simply national but are international and global in their scale
Moreover this is the case not only in relation to the broad fabric of policy debate but also in the everyday struggles of pupils
parents and teachers in schools classrooms and homes Such an agenda is unsettling and provocative It has the potential to
challenge received opinion to hustle preconceptions It may also propose alternative visions for the improvement of teaching
in this area that might be taken up and taken seriously in different localities or even more broadly Most of all it enables us to
enrich and broaden our understanding of the learning and the teaching of reading at a time when awareness and vision are
sorely needed This collection of articles by leading scholars based in several different countries will be a significant
contribution to the research field but also a major resource when put to good use by policy makers and practitioners as it
should surely be **Contested Curriculum** Don Romesburg, 2025-04-15 Today many states have proposed so called Don't
Say Gay bills that prohibit public school teachers from mentioning LGBTQ topics in the classroom But a few states like
California have taken decisive steps in the other direction They mandate inclusive education that treats LGBTQ history as
essential to the curriculum At once a history of an evolving movement and an activist handbook *Contested Curriculum*

navigates the rocky path to LGBTQ inclusive K 12 history education in the United States and recounts the fight for a curriculum that recognizes the value of queer and trans lives What began in fits and starts in activism and educational materials across the late twentieth century led to the passage of California s landmark FAIR Education Act in 2011 ensuring that LGBTQ history has a place in the K 12 classroom Historian Don Romesburg the lead scholar who worked with advocacy organizations to pass the act recounts the decades long struggle to integrate LGBTQ content into history education policy textbooks and classrooms Looking at California and states that followed its lead he assesses the challenges and opportunities presented by this new way of teaching history Romesburg s powerful case for LGBTQ inclusive education is all the more urgent in this era of anti gay book bans regressive legislation and attempts to diminish the vital role that inclusive and honest history education should play in a democratic nation *Empowering Teachers for Equitable and Sustainable Education* Maria Teresa Tatto,2024-04-16 This groundbreaking book uses a comprehensive study of a novel Master of Education program to showcase how teachers can be engaged in authoritative equity based research using comparative education theory inquiry based pedagogy and the UNESCO SDGs as powerful frameworks By developing agency to advance culturally sustaining and humanizing practices it demonstrates how teachers can promote equity in their classrooms and communities The central premise of the program is that teachers must become comparative global and local action researchers to have agency in their practice and to become effective advocates for the cultural and learning needs of their students especially those in disadvantaged contexts or learning at the bottom of the pyramid By learning comparative framing and social science methods reviewing the literature to select verifiable educational research and developing and implementing a plan for action research this book offers new ideas for how teachers can effectively respond to recent UNESCO calls to reimagine and create promising futures locally By providing formative and summative evidence of culturally and socially transformative learning and showcasing how teacher educators can engage teachers in authoritative justice inquiry based research this book will appeal to scholars faculty and researchers of comparative education and teacher education and development ,

Comprehensive Curriculum for Gifted Learners Joyce VanTassel-Baska,1994 Focuses on all the issues that teachers and administrators need to know about gifted learners This text covers the process of curriculum development adaptation of traditional content areas and non traditional curriculum areas like thinking skills leadership and the arts and humanities

Skills for Successful 21st Century School Leaders John R. Hoyle,Fenwick W. English,Betty Steffy,1998-01-01 Skills for Successful 21st Century School Leaders provides a complete overview of the knowledge base and skills for successful school leaders The publication is based on the standards developed by AASA ISLLC NPBEA NCATE and state education agencies

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