

Name _____

Date _____

| Topic | All 10 questions are due by Friday. |
|----------------|---|
| Social Studies | What is the largest natural landform in the state of Utah? |
| Social Studies | What is the northern-most state in the United States? |
| Social Studies | What is the southern-most state in the United States? |
| Social Studies | What two states gave up land to create the District of Columbia? |
| Social Studies | What is another name for the District of Columbia, and why is it significant? |
| Science | Tell 5 different parts of a cell. |
| Science | How are animal and plant cells alike and different? |
| Science | Describe what the job the nucleus of a cell performs. |
| Science | Describe what the job the cell membrane of a cell performs. |
| Science | Describe what the job the cytoplasm of a cell performs. |

Science/Social Studies Weekly Homework Achievement Check

Name _____ Date _____

Place an X in the box if your answer is incorrect.

| Question | How did you do??? |
|-----------------------------|---|
| Social Studies | |
| Social Studies | |
| Social Studies | |
| Social Studies | |
| Social Studies | |
| Science | |
| Science | |
| Science | |
| Science | |
| Science | |
| Number Correct/Total | ___/10 E = 10/10, 9/10; S = 8/10, 7/10; N = 6/10; U = 5 or below/10 |

INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.
 I: indicates when a skill is introduced in the standards and elements as part of the content
 D: indicates grade levels where the teacher must develop that skill using the appropriate content
 M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations
 A: indicates grade levels where students will continue to apply and improve mastered skills

| Map and Globe Skills | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-12 |
|---|---|---|---|---|---|---|---|---|---|------|
| 1. use cardinal directions | I | M | A | A | A | A | A | A | A | A |
| 2. use intermediate directions | | I | M | A | A | A | A | A | A | A |
| 3. use a letter/number grid system to determine location | | | I | M | A | A | A | A | A | A |
| 4. compare and contrast the categories of natural, cultural, and political features found on maps | | | I | M | A | A | A | A | A | A |
| 5. use inch to inch map scale to determine distance on map | | | I | M | A | A | A | A | A | A |
| 6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps | | | I | D | M | A | A | A | A | A |
| 7. use a map to explain impact of geography on historical and current events | | | I | D | M | A | A | A | A | A |
| 8. draw conclusions and make generalizations based on information from maps | | | | I | M | A | A | A | A | A |
| 9. use latitude and longitude to determine location | | | | I | D | D | D | M | A | A |
| 10. use graphic scales to determine distances on a map | | | | | I | M | A | A | A | A |
| 11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities | | | | | I | M | A | A | A | A |
| 12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations | | | | | I | M | A | A | A | A |

| Information Processing Skills | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-12 |
|---|---|---|---|---|---|---|---|---|---|------|
| 1. compare similarities and differences | I | D | M | A | A | A | A | A | A | A |
| 2. organize items chronologically | I | D | D | M | A | A | A | A | A | A |
| 3. identify issues and/or problems and alternative solutions | I | D | D | D | M | A | A | A | A | A |
| 4. distinguish between fact and opinion | | I | D | M | A | A | A | A | A | A |
| 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context | | I | D | D | M | A | A | A | A | A |
| 6. identify and use primary and secondary sources | | I | D | D | M | A | A | A | A | A |
| 7. interpret timelines | | I | D | D | M | A | A | A | A | A |
| 8. identify social studies reference resources to use for a specific purpose | | | I | M | A | A | A | A | A | A |
| 9. construct charts and tables | | | I | M | A | A | A | A | A | A |

| | | | | | | | | | | |
|--|--|--|---|---|---|---|---|---|---|---|
| 10. analyze artifacts | | | I | D | D | M | A | A | A | A |
| 11. draw conclusions and make generalizations | | | | I | M | A | A | A | A | A |
| 12. analyze graphs and diagrams | | | | I | D | M | A | A | A | A |
| 13. translate dates into centuries, eras, or ages | | | | I | D | M | A | A | A | A |
| 14. formulate appropriate research questions | | | | | I | M | A | A | A | A |
| 15. determine adequacy and/or relevancy of information | | | | | I | M | A | A | A | A |
| 16. check for consistency of information | | | | | I | M | A | A | A | A |
| 17. interpret political cartoons | | | | | I | D | D | D | M | A |

Fifth Grade Science Big Ideas:

Major Concepts/Skills:

- Earth Science
 - Landforms of Georgia
 - Effects of constructive forces
 - Effects of destructive forces
 - Role of technology in control
- Physical Science
 - Introduction to conservation of matter
 - Physical Changes
 - Chemical Changes
 - Electricity and magnetism
- Life Science
 - Classification of organisms
 - Inheritance of traits
 - Learned behaviors
 - Cells and microorganisms

Concepts/Skills to Maintain

- Habits of Mind
 - Records observations
 - Offers and considers reasoning
 - Quantifies data
 - Measures and estimates
 - Uses scientific tools
 - Assembles, describes, takes apart, and reassembles
- Identifies parts and makes models
- Describes changes
- Compares physical attributes
- Draws and sketches
- Questions and seeks to find answers
- Researches for scientific information
- Replicates investigations
- Works safely