

Title: The Happy Discussion Rubric

Components	Point Scale			
	4	3	2	1
Focus	I always stayed on topic and made connections.	I mostly stayed on topic.	I sometimes stayed on topic.	I did not stay on topic. I was distracted.
Sharing and Adding on Ideas	I always shared my ideas or questions and added on to other's ideas. I made connections to the text.	I mostly shared my ideas or questions and added on to other's ideas. I mostly made connections with the text.	I sometimes shared my ideas or questions and sometimes added on to other's ideas. I sometimes made connections to the text.	I did not share my ideas or questions and did not add on to other's ideas. I did not make any connections with the text at all.
Participation	I was looking at my partner(s) face and actively listening.	I was mostly looking at my partner(s) face and actively listening.	I was sometimes facing my partner(s) and sometimes actively listening.	I was not looking at my partner(s) and was not actively listening.
Reflection	I used my own words to explain what others' said. I reviewed the ideas that were discussed.	I mostly used my own words to explain what others' said. I reviewed the ideas that were discussed.	I somewhat used my own words to explain what others' said. I tried to review the ideas that were discussed.	I did not use my own words to explain what others' said. I did not try to review the ideas that were discussed.

Rúbrica para una discusión feliz

Componentes	Escala de puntaje			
	4	3	2	1
Enfoque	Siempre me mantuve enfocado en la conversación e hice conexiones.	Me mantuve enfocado en el tema casi todo el tiempo.	A veces me distraje y perdí el enfoque durante la conversación.	No me mantuve enfocado. Estuve distraído.
Compartir y agregar ideas	Siempre compartí mis ideas y preguntas y contribuí con ideas nuevas a la discusión. Hice conexiones con el texto y con las ideas de otros.	Casi siempre contribuí a la conversación y conecté mis ideas con las de otros y con el texto.	Algunas veces compartí mis ideas y preguntas e hice conexiones con las ideas de otros y con el texto.	No compartí mis ideas o preguntas y no hice conexiones con las ideas de otros o con el texto.
Participación	Escuché atentamente e hice contacto visual con el interlocutor.	Casi siempre escuché atentamente e hice contacto visual con el interlocutor.	A veces no escuché con atención ni hice contacto visual con el interlocutor.	Simplemente no escuché ni miré al interlocutor. Estaba totalmente desconectado de la conversación.
Reflexión y síntesis	Usé mis propias palabras para explicar las ideas de otros. Medité sobre las ideas que se discutieron.	Casi siempre usé mis propias palabras para explicar las ideas de otros. Medité sobre las ideas que se discutieron.	Hice el intento de usar mis propias palabras para explicar las ideas de otros. Traté de meditar en las ideas que se discutieron.	No usé mis propias palabras para explicar las ideas de otros. No pensé en las ideas que se discutieron. Estaba desconectado.

Accountable Talk (Discusión Responsable)

Popular Prompts:

English	Spanish
I agree because...	Estoy de acuerdo, porque...
I do not agree because...	No estoy de acuerdo, porque...
In my opinion...	En mi opinión...
This reminds me of...	Esto me recuerda de...
I was confused when...	Yo estaba confundido cuando...
I did not like...	No me gustó...
I like that...	Yo pienso que...
I like...	Me gusta...
I discovered that...	Descubrí que...
I predict that...	Mi predicción es que...
Can you show me?	¿Me puedes enseñar?
Why do you think that?	¿Por qué piensas eso?

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En sus grupos, los estudiantes discutirán las estrategias que utilizaron para resolver sus problemas de matemáticas y al hacerlo, usarán diferentes expresiones lingüísticas tales como

- ¿Cómo resolviste el problema? *Resolví el problema*
- ¿Por qué usaste esa estrategia? *Porque...*
- Quizás deberías... *Yo debería ...*
- ¿Qué tal si...? *Puede ser...*
- ¿De qué otra forma podrías resolver este problema? *Podría*

Weekly Schedule Class 5-401

MULTIPLICATION TABLES!!!

Periods	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8:05-8:55	Math/SC	<i>Music</i>	Math/SC	Math/SC	Math/SC
Period 2 9:00-9:50	Math/SC	<i>Technology</i>	<i>Music</i>	Math/SC	Math/SC
Period 3 9:55-10:45	ELA/SS	ELA/SS	Math/SC	ELA/SS	ELA/SS
Period 4 10:50-11:40	ELA/SS	ELA/SS	ELA/SS	ELA/SS	<i>Dance</i>
Period 5 11:45-12:35	<i>PE</i>	Math/SC	ELA/SS	<i>Drama</i>	ELA/SS
Period 6 12:40-1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Period 7 1:30-2:25	Math/SC	Math/SC	ELA/SS	ELA/SS	Math/SC

* Note is better - short term

* Email is ok - long term

* Class Dojo.

agroby@schools.nyc.gov

koneil@schools.nyc.gov

5th Grade Social Studies – Unit Questions

with an emphasis on the United States,
Canada, Mexico

- *How do key forces and events shape a nation?*
 - *How do issues of power, wealth and morality influence exploration and colonization?*
 - *To what degree does geography determine culture?*
-

Themes for the Year:

- *Roles of social class, systems of stratification, social groups & institutions*
- *Role of gender race, ethnicity, education, class, age & religion in defining social structures w/in a culture*
- *Social and political inequalities*
- *Expansion and access of rights through concepts of justice and human rights*

Specials 5th Grade

- *Monday-* **Physical Education** Ms. Ramos
- *Tuesday-* **Music** Mr. Madden
- **Technology** Ms. Villain
- *Wednesday-* **Music**
- *Thursday-* **Drama** Mr. Pagano
- *Friday-* **Dance** Ms. Cruz



Homework

- Math - Daily.
- Science/Social Studies – minimum of 1-2 times per week (unless ongoing project)
- ELA – Read Daily.
 - *Reading responses 2-3 times per week.*
 - *Writing Assignments – 2-3 times per week*
- Specialty subjects – Additional homework each week
- No homework for the weekends, unless student chooses to complete assignments

A hand is visible on the left side of the page, pointing towards the text with a red marker. The background of the slide features a chalkboard texture.

Grading

- Grades are based on the accumulation of points.
- Points are based on:
 - *Class participation (effort)*
 - *Completion of assignments*
Major projects, exams, and self-reflection
- Grades will be posted online this year through Datacation/Skedula

Our Grading Scale

- 90-100% = 4
- 70-89% = 3
- 50-69% = 2
- Below 50% = 1

Grades are calculated on cumulative percentage and are rounded up whenever possible.



Dual Language Requirements

- As much as possible, and according to level, all work will be done in both languages, alternating days.
- Test Prep will be done in English.
- Students are expected to participate in all discussions and activities in both languages.



5th Grade End-of-Year Events

- All-day Excursion/Overnight trip:
To be Announced
- Award Ceremony
- Moving Up Ceremony