



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Social Studies Grade Level(s): 5 Units of Credit: N/A Classification: Required	Length of Course: 15 cycles Periods Per Cycle: 6 Length of Period: 50 minutes Total Instructional Time: 75 hours
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Course Description

The course is designed to provide an overview of America’s land, climate, region, and its people. This curriculum will expand student knowledge of America’s development with the colonization of cultures from the Eastern Hemisphere. The students will examine and understand the structure of government and roles and responsibilities of citizenship in the United States. Students will study the history of Pennsylvania and understand how events and people influenced our state and country.

Instructional Strategies, Learning Practices, Activities, and Experiences

Study Guides Peer Editing Small Group Instruction	Large Group Instruction 1/1 Mentoring Reading Assignments	Inquiry Questions Guided Discovery
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Assessments

Test Quiz Demonstrations	Group/Individual Problem Solving Presentations Models	Projects Class Participation Homework
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Materials/Resources

Primary Source: <u>United States History: Early Years</u> Houghton Mifflin Company 2005 Almanac Primary Sources Workbooks	Transparency Unit Tests Unit Videos Unit Performance Assessment Family Newsletter in English and Spanish	Reading Material: Extra Support, On Level, Challenge, Read Alouds, Reference Books Multimedia Resources Cross-curricular Activities Vocabulary Break-down Internet Resources
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Adopted: 1/27/88

Revised: 9/3/91; 6/17/98; 9/18/02; 8/18/08; 5/15/2017

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will define and utilize vocabulary in written application.</p> <p>The student will use critical thinking skills to determine the causes and effects of the development of the United States.</p>	<p>Acquire a reading vocabulary by correctly identifying and using words.</p> <p>Identify, understand the meaning of, and use correctly key vocabulary from various subject areas.</p> <p>Foundational Skills (Learning to Read Independently)</p> <p>CC.1.1.5.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. <p>CC.1.1.5.E Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Explain and analyze historical sources.</p> <p>Explain the fundamentals of historical interpretation.</p> <p>Describe and explain historical research.</p> <p>Explain the importance of the rule of law for the protection of individual rights and the common good in the community, state, nation, and world.</p> <p>Describe the principles and ideals shaping government.</p> <p>Explain the basic principles and ideals within documents of United States government.</p> <p>Describe the proper use, display, and respect for the United States flag and explain the significance of patriotic activities.</p> <p>Describe the roles played by the framers of the basic documents of governments in Pennsylvania and the United States.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will use critical thinking skills to determine the causes and effects of the development of the United States. (continued)</p>	<p>Describe and compare the making of rules by direct democracy and by a republican form of government.</p> <p>Explain how taxes affect the price of goods and services.</p> <p>Describe the Pennsylvania and United States governments' roles in monitoring economic activities.</p> <p>Historical Analysis and Skills Development</p> <p>8.1.5.A Identify and explain the influences of economic features on continuity and change over time.</p> <p>8.1.5.B Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events.</p> <p>8.1.5.C Locate primary and secondary sources for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5 Research)</p> <p>Principles and Documents of Government</p> <p>5.1.5.A Understand the rule of law in protecting property rights, individual rights, and the common good.</p> <p>5.1.5.B Describe the basic purposes of government in the classroom, school, community, state, and nation.</p> <p>5.1.5.C Describe the principles and ideals shaping local, state, and national government.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality <p>5.1.5.D Interpret key ideas about government found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution <p>5.1.5.E Identify the individual rights guaranteed by the Pennsylvania Constitution and the United States Constitution.</p> <p>5.1.5.F Explain the significance of state symbols, national symbols, and national holidays.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will use critical thinking skills to determine the causes and effects of the development of the United States. (continued)</p>	<p>Markets and Economic Systems</p> <p>6.2.5.A Describe how goods and services are distributed. 6.2.5.B Identify how pricing influences sellers and consumers. 6.2.5.C Explain how advertising causes people to change their behavior in predictable ways. 6.2.5.D Identify factors that cause changes in price. 6.2.5.E Describe the impact of businesses opening and closing on Pennsylvania economy. 6.2.5.F Compare and contrast types of private economic institutions. 6.2.5.G Describe various economic systems.</p> <ul style="list-style-type: none"> • Traditional • Market • Command <p>Functions of Governments</p> <p>6.3.5.A Describe the cost and benefits of government economic programs. 6.3.5.B Describe factors that influence government's economic decision making. 6.3.5.C Explore ways in which tax revenue is collected.</p>
<p>The student will compare and contrast the different regions of the United States.</p>	<p>Describe the physical characteristics of places and regions.</p> <p>Describe the human characteristics of places and regions by their population characteristics. Describe the human characteristics of places and regions by their cultural characteristics.</p> <p>Describe the human characteristics of places and regions by their settlement characteristics.</p> <p>The Physical Characteristics of Places and Regions</p> <p>7.2.5.A Describe the characteristics of places and regions. 7.2.5.B Identify the basic physical processes that affect the physical characteristics of places and regions.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will compare and contrast the different regions of the United States. (continued)</p> <p>The student will evaluate the achievements and failures of the settlers of America.</p>	<p>The Human Characteristics of Places and Regions</p> <p>7.3.5.A Identify the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities <p>Identify and explain the political and cultural contributions of individuals and groups to United States history from the beginning of American government to 1824.</p> <p>Identify and explain primary documents, material artifacts, and historic sites important in United States history from the beginning of American government to 1824.</p> <p>Explain how continuity and change has influenced United States history from the beginning of American government to 1824.</p> <p>Identify and explain conflict and cooperation among social groups and organizations in United States history from the beginning of American government to 1824.</p> <p>United States History</p> <p>8.3.5.A Compare and contrast common characteristics of the social, political, cultural, and economic groups in United States history.</p> <p>8.3.5.B Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will evaluate the achievements and failures of the settlers of America. (continued)</p> <p>The student will be able to describe the structure of the United States government.</p>	<p>8.3.5.C Differentiate how continuity and change in United States history are formed and operate.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.3.5.D Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability <p>Explain the purpose of government.</p> <p>Explain the importance of the rule of law for the protection of individual rights and the common good in the community, state, nation, and world.</p> <p>Describe the principles and ideals shaping government.</p> <p>Explain the basic principles and ideals within documents of Pennsylvania government.</p> <p>Explain the basic principles and ideals within documents of United States government.</p> <p>Explain the meaning of the Preamble to the Constitution of the Commonwealth of Pennsylvania and compare it to the Preamble of the Constitution of the United States.</p> <p>Describe the proper use, display, and respect for the United States flag and explain the significance of patriotic activities.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to describe the structure of the United States government. (continued)</p>	<p>Describe the roles played by the framers of the basic documents of governments of Pennsylvania and the United States.</p> <p>Describe and compare the making of rules by direct democracy and by a republican form of government.</p> <p>Describe how the government protects individual and property rights and promotes the common good.</p> <p>Describe the purpose of symbols and holidays.</p> <p>Explain the role of courts in resolving conflicts involving the principles and ideals of government.</p> <p>Explain the basic principles and ideals found in famous speeches and writings.</p> <p>Compare the structure, organization, and operation of local, state, and national governments.</p> <p>Describe the responsibilities and powers of the three branches of government.</p> <p>Explain how government actions affect citizens' daily lives.</p> <p>Describe how local, state, and national governments implement their services.</p> <p>Identify major leaders of local, state, and national governments, their primary duties, and their political party affiliation.</p> <p>Describe the voting process.</p> <p>Describe how the government protects individual rights.</p> <p>Compare rights and responsibilities of citizenship.</p> <p>Explain the relationship between rights and responsibilities.</p> <p>Explain ways citizens resolve conflicts in society and government.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to describe the structure of the United States government. (continued)</p>	<p>Describe the importance of political leadership and public service.</p> <p>Identify examples of the rights and responsibilities of citizenship.</p> <p>Describe the impact of the consequences of violating rules and laws in a civil society.</p> <p>Explain the importance of participating in government and civic life.</p> <p>Principles and Documents of Government</p> <p>5.1.5.A Understand the rule of law in protecting property rights, individual rights, and the common good.</p> <p>5.1.5.B Describe the basic purposes of government in the classroom, school, community, state, and nation.</p> <p>5.1.5.C Describe the principles and ideals shaping local, state, and national government.</p> <ul style="list-style-type: none"> • Liberty / Freedom • Democracy • Justice • Equality <p>5.1.5.D Interpret key ideas about government found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution <p>5.1.5.E Identify the individual rights guaranteed by the Pennsylvania Constitution and the United States Constitution.</p> <p>5.1.5.F Explain the significance of state symbols, national symbols, and national holidays.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to describe the structure of the United States government. (continued)</p>	<p>Rights and Responsibilities of Citizenship</p> <p>5.2.5.A Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation.</p> <p>5.2.5.B Identify behaviors that promote cooperation among individuals.</p> <p>5.2.5.C Explain why individuals become involved in leadership and public service.</p> <p>5.2.5.D Identify specific ways individuals participate in school and community activities.</p> <p>How Government Works</p> <p>5.3.5.A Describe the responsibilities and powers of the three branches of government.</p> <p>5.3.5.B Describe how the elected representative bodies function in making local, state, and national laws.</p> <p>5.3.5.C Describe the role of local and state government officials.</p> <p>5.3.5.D Describe the primary duties of elected local, state, and national positions.</p> <p>5.3.5.E Identify the requirements to vote in local, state, and national elections.</p> <p>5.3.5.F Examine different ways conflicts can be resolved.</p> <p>5.3.5.G Describe how groups try to influence others.</p> <p>5.3.5.H Identify various sources of mass media.</p>
<p>The student will utilize all skills to study the history of the United States of America.</p>	<p>Identify contributions of individuals and groups to United States history.</p> <p>Identify and describe primary documents, material artifacts, and historic sites important in United States history.</p> <p>Identify important changes in United States history.</p> <p>Identify conflict and cooperation among social groups and organizations in United States history.</p> <p>Identify and explain primary documents, material artifacts, and historic sites important in United States history from Beginnings to 1824.</p> <p>Explain how continuity and change has influenced United States history from Beginnings to 1824.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will utilize all skills to study the history of the United States of America. (continued)</p>	<p>Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.</p> <p>United States History</p> <p>8.3.5.A Compare and contrast common characteristics of the social, political, cultural, and economic groups in United States history.</p> <p>8.3.5.B Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.</p> <p>8.3.5.C Differentiate how continuity and change in United States history are formed and operate.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.3.5.D Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will utilize all skills to study the Commonwealth of Pennsylvania.</p>	<p>Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history from the beginning of American government to 1824.</p> <p>Identify and explain primary documents, material artifacts, and historic sites important in Pennsylvania history from the beginning of American government to 1824.</p> <p>Identify and explain how continuity and change have influenced Pennsylvania history from the beginning of American government to 1824.</p> <p>Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history from the beginning of American government to 1824.</p> <p>Pennsylvania History</p> <p>8.2.5.A Compare and contrast common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.5.B Illustrate concepts and knowledge of historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>8.2.5.C Differentiate how continuity and change in Pennsylvania history are formed and operate.</p> <ul style="list-style-type: none"> • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organizations <p>8.2.5.D Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania for responding to individual and community needs.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to contribute to discussions and participate in small groups.</p>	<p>Listen to others.</p> <p>Listen to a selection of literature (fiction and/or nonfiction).</p> <p>Speak using skills appropriate to formal speech situations.</p> <p>Contribute to discussions.</p> <p>Participate in small and large group discussions and presentations.</p> <p>Speaking and Listening</p> <p>CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas, and expressing their own clearly.</p> <p>CC.1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking, based on grade 5 level and content.</p>

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<p>The student will be able to conduct research.</p>	<p>Write multi-paragraph informational pieces.</p> <p>Write using well-developed content appropriate for the topic.</p> <p>Locate information using appropriate sources and strategies.</p> <p>Organize and present the main ideas from research.</p> <p>Types of Writing</p> <p>CC.1.4.5.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.5.B Identify and introduce the topic clearly.</p> <p>E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer’s purpose.</p> <p>E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose</p> <p>CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p>E05C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>E05E.1.1.2 Provide logically ordered reasons that are supported by facts and details.</p> <p>CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>E05.C.1.2.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>E05.C.1.2.6 Provide a concluding section related to the information or explanation presented.</p> <p>E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to conduct research. (continued)</p>	<p>CC.1.4.5.E Write with an awareness of style.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying length. <p>E05.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. E05.C.1.2.5 Establish and maintain a formal style. E05.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. E05.D.2.1.2 Choose words and phrases to convey ideas precisely. E05.D.2.1.3 Choose punctuation for effect. E05.D.2.1.4 Choose words and phrases for effect. E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E05.E.1.1.5 Establish and maintain a formal style CC.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E05.D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. E05.D.1.1.2 Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). E05.D.1.1.3 Use verb tense to convey various times, sequences, states, and conditions. E05.D.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E05.D.1.1.5 Use correlative conjunctions (e.g., either/or, neither/nor). E05.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. E05.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're). E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement. E05.D.1.2.1 Use punctuation to separate items in a series. E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence. E05.D.1.2.3 Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works. E05.D.1.2.5 Spell grade-appropriate words correctly.</p>

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<p>The student will be able to conduct research. (continued)</p>	<p>CC.1.4.5.G Write opinion pieces on topics or texts. CC.1.4.5.H Introduce the topic and state an opinion on the topic. E05.C.1.1.1 Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources. E05.C.1.1.2 Provide logically ordered reasons that are supported by facts and details. E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences. CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion. E05.C.1.1.3 Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). E05.C.1.1.5 Provide a concluding section related to the opinion presented. E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). E05.E.1.1.6 Provide a concluding section related to the analysis presented. CC.1.4.5.K Write with an awareness of style.</p> <ul style="list-style-type: none"> • Use sentences of varying length. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. <p>E05.C.1.1.4 Establish and maintain a formal style. E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The student will be able to conduct research. (continued)</p>	<p>E05.E.1.1.5 Establish and maintain a formal style. CC.1.4.5.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.5.M Write narratives to develop real or imagined experiences or events. CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters. E05C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose. CC.1.4.5.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. E05.C.1.3.2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations. E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely. CC.1.4.5.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. E05.C.1.3.3 Use a variety of transitional words, phrases, and clauses to manage the sequence of events. E05.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events. CC.1.4.5.Q Write with an awareness of style.</p> <ul style="list-style-type: none"> • Use sentences of varying length. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. <p>CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>

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<p>The student will be able to conduct research. (continued)</p>	<p>E05.E.1.1.6 Provide a concluding section related to the analysis presented.</p> <p>CC.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CC.1.4.5.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.5.W Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>CC.1.4.5.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>