**Soundtrack Write Up**

**Part IV- Exploration, Survival, and Power**

**Key Idea: What have you learned about these key concepts this quarter?**

**Goal: Create a soundtrack, dance, song, performance…highlighting your ideas that answer the question.**

GRAPHIC ORGANIZER AND NOTES! THIS IS **NOT** THE FINAL DRAFT!

**Topic sentence:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **First Song: “ “ by**

**Survival:**

Quote from the song to support:

**Power:**

Quote from the song to support:

**Exploration:**

Quote from the song to support:

1. **Second Song: “ “ by**

**Survival:**

Quote from the song to support:

**Power:**

Quote from the song to support:

**Exploration:**

Quote from the song to support:

1. **Third Song: “ “ by**

**Survival:**

Quote from the song to support:

**Power:**

Quote from the song to support:

**Exploration:**

Quote from the song to support:

1. **Fourth Song: “ “ by**

**Survival:**

Quote from the song to support:

**Power:**

Quote from the song to support:

**Exploration:**

Quote from the song to support:

1. **Fifth Song: “ “ by**

**Survival:**

Quote from the song to support:

**Power:**

Quote from the song to support:

**Exploration:**

Quote from the song to support:

1. **Sixth Song: “ “ by**

**Survival:**

Quote from the song to support:

**Power:**

Quote from the song to support:

**Exploration:**

Quote from the song to support:

**Standards:**

[CCSS.ELA-LITERACY.W.5.4](http://www.corestandards.org/ELA-Literacy/W/5/4/)  
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

[CCSS.ELA-LITERACY.W.5.6](http://www.corestandards.org/ELA-Literacy/W/5/6/)  
With some guidance and support from adults, 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

[CCSS.ELA-LITERACY.W.5.8](http://www.corestandards.org/ELA-Literacy/W/5/8/)  
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.

CCSS.ELA-LITERACY.W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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| CCSS.ELA-LITERACY.Speaking & Listening 5.2  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CCSS.ELA-LITERACY.Speaking & Listening 5.3  Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| CCSS.ELA-LITERACY.Speaking & Listening 5.4  Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| CCSS.ELA-LITERACY.Speaking & Listening 5.5  Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |
| CCSS.ELA-LITERACY.Speaking & Listening 5.6  Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| CCSS.ELA-LITERACY.language 5.3  Use knowledge of language and its conventions when writing, speaking, reading, or listening. |