

ND Lower School 5TH GRADE CURRICULUM

Last updated November 6, 2019

The six Transdisciplinary Themes explored throughout the Fifth Grade year include:

WHO WE ARE	HOW THE WORLD WORKS
WHERE WE ARE IN PLACE AND TIME	HOW WE ORGANIZE OURSELVES
HOW WE EXPRESS OURSELVES	SHARING THE PLANET

**See the Programme of Inquiry (POI) for unit specifics.*

Disciplines and IB Strands Include:

Math Strands

- Data Handling
- Measurement
- Shape and Space
- Pattern and Function
- Number

Science Strands

- Living Things
- Earth and Space
- Materials and Matter
- Forces and Energy

Social Studies Strands

- Human Systems and Economic Activities
- Social Organization and Culture
- Continuity and Change Through Time
- Human and Natural Environments
- Resources and Environments

Language Strands

- Oral Language
 - Listening
 - Speaking
- Visual Language
 - Viewing
 - Presenting
- Written Language
 - Reading
 - Writing

Religion

Math

Math Strands

- Data Handling
- Measurement
- Shape and Space
- Pattern and Function
- Number

IB Strand	Objectives	Unit Taught
Data Handling	<ul style="list-style-type: none"> • Construct and interpret line, bar and picture graphs • Demonstrate the way graphs represent data in everyday life • Plotting Coordinates 	<ul style="list-style-type: none"> • WWA • WWA • WWA
Measurement	<ul style="list-style-type: none"> • Know and convert measurement units within a given system (Metric or Standard) • Convert measurements of length, weight, area, volume and time within a given system using easily manipulated numbers • Know the units of measure of volume: cubic centimeter, cubic meter, cubic inches, cubic feet, cubic yards, and use their abbreviations (cm³, m³, in³, ft³, yd³) • Represent relationships between areas of rectangles, triangles and parallelograms using models • Describe the way we use measurement and the conversion standards in our daily lives 	<ul style="list-style-type: none"> • HTWW • HTWW • HTWW • HTWW • HTWW
Shape and Space	<ul style="list-style-type: none"> • Know the meaning of angles and solve problems • Measure angles with a protractor and classify them as acute, right, obtuse or straight • Find unknown angles in problems involving angles on a straight line, angles surrounding a point, and vertical angles • Learn formulas for area, perimeter and circumference of rectangles, triangles, cubes, circles and parallelograms • Describe the ways geometry exists in our daily life • Learn the proper names and definitions of polygons that are 3- to 12-sided • Learn the proper usage of protractors and compasses • Analyze, synthesize and apply geometry principles 	<ul style="list-style-type: none"> • HTWW
Pattern and Function	<u>Algebra</u> <ul style="list-style-type: none"> • Add and subtract positive and negative numbers • Multiply and divide positive and negative numbers • Use letters, with units, to represent quantities in a variety of contexts (e.g. y lbs., k minutes, x cookies) • Distinguish between an algebraic expression and an equation • Solve multi-step equations with single variables • Solve equations with variables on both sides • Solve equations using the distributive property • Use standard conventions for writing algebraic expressions (e.g. $2x + 1$ means “two times x, plus 1” and $2(x + 1)$ means “two times the quantity (x + 1)”)) • Represent information given in words using algebraic expressions and equations • Simplify expressions of the first degree by combining like terms, and evaluate using specific values • Analyze, synthesize and apply algebraic principles 	<ul style="list-style-type: none"> • Applicable to all • Applicable to all • Applicable to all • WWAIPAT • Applicable to all • WWA • WWAIPAT • WWAIPAT • WWAIPAT • WWAIPAT • HWO • Applicable to all
IB Strand	Objectives	Unit Taught
Number	<u>Number and Operations</u> <ul style="list-style-type: none"> • Understand division of whole numbers • Multiply and divide whole numbers and decimals • Estimate with money 	<ul style="list-style-type: none"> • WWAIPAT • STP • HWO

	<ul style="list-style-type: none"> • Learn the order of operations • Round whole numbers and decimals <p><u>Fractions</u></p> <ul style="list-style-type: none"> • Change improper fractions to mixed fractions • Reduce fractions • Understand fractions as division statements; find equivalent fractions • Multiply and divide fractions • Add and subtract fractions using common denominators and unlike denominators • Solve applied problems with fractions • Express, interpret and use ratios; find equivalences • Estimate with mixed fractions • Analyze, synthesize and apply fraction word problems • Equivalences 	<ul style="list-style-type: none"> • WWAIPAT • Applicable to all <ul style="list-style-type: none"> • HWEO • HWEO • HWEO • WWA • HWEO <ul style="list-style-type: none"> • HWEO • HWEO • HWEO • HWEO • HWEO
--	---	---

Science

- (Aligned with NGSS)

Science Strands

- Living Things
- Earth and Space
- Materials and Matter
- Forces and Energy

Unit of Study and IB Strands	Objectives	Unit Taught
Inquiry Process	<p>Engineering Design</p> <p>3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p> <ul style="list-style-type: none"> • Generate scientific questions based on observations, investigations and research • Design and conduct scientific investigations • Use tools and equipment (spring scales, stop watches, meter sticks and tapes, models, hand lens) appropriate to scientific investigations • Construct charts and graphs from data and observations • Identify patterns in data • Design solutions to problems using technology • Identify the need for evidence in making scientific decisions • Demonstrate scientific concepts through various illustrations, performances, models, exhibits and activities • Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures • Analyze, synthesize and apply the Scientific Method 	<ul style="list-style-type: none"> • Applicable to all
Inquiry Analysis and Communication	<ul style="list-style-type: none"> • Analyze information from data tables and graphs to answer scientific questions • Evaluate data, claims and personal knowledge through collaborative science discourse • Communicate and defend findings of observations and investigations using evidence • Draw conclusions from sets of data from multiple trials of a scientific investigation • Use multiple sources of information to evaluate strengths and weaknesses of claims, arguments or data 	<ul style="list-style-type: none"> • Applicable to all
IB Strand: Materials and Matter	<p style="text-align: center;">Structures and properties of Matter</p> <p>5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.</p>	<p style="text-align: center;">WWAIPIT</p>

	<p>5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</p> <p>5-PS1-3. Make observations and measurements to identify materials based on their properties.</p> <p>5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p>	
IB Strand: Earth and Space	<p>Earth Systems</p> <p>5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p>5-ESS2-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p> <p>5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</p> <ul style="list-style-type: none"> • 	HWE0
IB Strands	Objectives	Unit Taught
IB Strand: Living Things	<p>Matter and Energy in Organisms and Ecosystems</p> <p>5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.</p> <p>5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.</p> <p>5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p>	<p>STP</p> <p>STP</p> <p>HWO0</p>
IB Strand: Forces and Matter	<p>Stars and the Solar System</p> <p>5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down</p> <p>5-ESS1-1. Support an argument that the apparent brightness of the sun and stars is due to their relative distances from Earth.</p> <p>5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</p> <ul style="list-style-type: none"> • Explain what a galaxy is in relation to the universe • Identify the tools for measuring distance in space • Explain the make-up and function of stars • Compare the different types of stars • Explain how planets are formed and why they orbit stars <p>Identify Earth's place in the solar system</p>	WWA

Social Studies

Social Studies Strands

- Human Systems and Economic Activities
- Social Organization and Culture
- Continuity and Change Through Time
- Human and Natural Environments
- Resources and Environments
- (Aligned with Michigan Association of Intermediate School Administrators)-MAISA

IB Strand	Objective	Unit Taught
Resources and Environments	Obtaining Historical Resources Students are able to differentiate and use <i>primary</i> and <i>secondary</i> resources.	Applicable to all
Human and Natural Environment	Distribution and Migration of People <ul style="list-style-type: none"> • Understand population density of the world • Understand population distribution • Learn about human migration 	WWAIPIT
Social Organization and Culture	Government 5 - C1.0.2: Explain probable consequences of an absence of government and of rules and laws. 5 - C2.0.1: Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights. 5 - C3.0.2: Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license). 5 - C3.0.3: Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches). 5 - C3.0.4: Describe how the powers of the federal government are separated among the branches. 5 - C3.0.5: Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments). 5 – U3.3.6: Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers).	HTWW
Continuity and change through time	Pre Colonial America 5 – U1.1.2: Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. 5 – U1.1.3: Describe Eastern Woodland American Indian life	WWAIPAT

<ul style="list-style-type: none"> Human Systems and Economic Activities 	<p>with respect to governmental and family structures, trade, and views on property ownership and land use.</p> <p>5 – U1.2.1: Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible.</p> <p>5 – U1.2.2: Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).</p> <p>5 – U1.3.1: Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).</p> <p>5 – U1.3.2: Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.</p> <p>5 – U1.4.1: Describe the convergence of Europeans, American Indians, and Africans in North America after 1492 from the perspective of these three groups.</p> <p>5 – U1.4.4: Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans.</p>	<p>HWOO</p>
<ul style="list-style-type: none"> Continuity and Change Through Time 	<p>Colonial America</p> <p>4 - G4.0.1: Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.</p> <p>5 – U1.4.2: Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.</p> <p>5 – U1.4.3 : Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.</p> <p>5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).</p> <p>5 – U2.1.1: Describe significant developments in the Southern colonies, including:</p> <ul style="list-style-type: none"> patterns of settlement and control including the impact of geography (landforms and climate) on settlement establishment of Jamestown development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virgi the Southern colonies, including: <ul style="list-style-type: none"> development of colonial representative assemblies 	<p>STP</p> <p>HWE0</p>

<ul style="list-style-type: none"> • Human Systems and Economic Activities • Resources and Environments 	<p>(House of Burgesses)</p> <ul style="list-style-type: none"> • development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia).¹ (portions omitted) <p>5 – U2.1.2: Describe significant developments in the New England colonies, including:</p> <ul style="list-style-type: none"> • the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government • growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies. (portions omitted) <p>5 – U2.1.3: Describe significant developments in the Middle Colonies, including:</p> <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement • the growth of Middle Colonies economies (e.g., breadbasket). (portions omitted) <p>5 – U2.2.1: Describe Triangular Trade including:</p> <ul style="list-style-type: none"> • the trade routes • the people and goods that were traded • the Middle Passage • its impact on life in Africa. <p>5 – U2.2.2: Describe the life of enslaved Africans and free Africans in the American colonies.</p> <p>5 – U2.2.3: Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture.</p> <p>5 – U2.3.1: Locate the New England, Middle, and Southern colonies on a map.</p> <p>5 – U2.3.2: Describe the daily life of people living in the New England, Middle, and Southern colonies.</p> <p>5 – U2.3.3: Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians).</p> <p>5 – U2.3.4: Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants).</p> <p>5 – U2.3.5: Make generalizations about the reasons for regional differences in colonial America.</p> <p>5 – U2.1.2:</p> <ul style="list-style-type: none"> • relationships with American Indians (e.g., Powhatan) • development of colonial representative assemblies (House of Burgesses) and royal government • development of slavery. <p>Describe significant developments in the New England</p>	
---	--	--

	<p>Confederation).</p> <p>5 – <i>U3.1.5</i>: Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.</p> <p>5 – <i>U3.1.6</i>: Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.</p> <p>5 – <i>U3.1.7</i>: Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence.</p> <p>5 – <i>U3.2.1</i>: Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.</p> <p>5 – <i>U3.2.2</i>: Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.</p> <p>5 – <i>U3.2.3</i>: Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.</p> <p>5 – <i>U3.2.4</i>: Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).</p>	HTWW
<p>Continuity and change through time</p> <p>Resources and Environments</p>	<p><i>A New Nation</i></p> <p>5 – <i>U3.3.1</i>: Describe the powers of the national government and state governments under the Articles of Confederation.</p> <p>5 – <i>U3.3.2</i>: Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money).</p> <p>5 – <i>U3.3.3</i>: Explain why the Constitutional Convention was convened and why the Constitution was written.</p> <p>5 – <i>U3.3.4</i>: Describe the disagreements over representation and slavery at the Constitutional Convention and how the Framers addressed them in the Constitution (Great Compromise, Three-Fifths Compromise).²</p> <p>5 – <i>U3.3.5</i>: Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights).</p> <p>5 – <i>U3.3.6</i>: Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers).</p> <p>5 – <i>U3.3.7</i>: Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.</p>	HTWW

	<p>5 – <i>U3.3.8</i>: Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.</p> <p>5 – <i>P3.1.1</i>: Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.</p> <p>5 – <i>P3.1.2</i>: Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.</p> <p>5 – <i>P3.1.3</i>: Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.</p> <p>5 – <i>P3.3.1</i>: Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.</p>	
--	---	--

Reading

- (Aligned with Michigan Association of Intermediate School Administrators)-MAISA

Language Strands

- Oral Language
 - Listening
 - Speaking
- Visual Language
 - Viewing
 - Presenting
- Written Language
 - Reading
 - Writing

Unit of Study	Objectives	Unit Taught
Readers Read with Power	<p><u>Literature</u></p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Reading: Foundational Skills</u></p> <p>Phonics and Word Recognition</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>Fluency</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Speaking and Listening</u></p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>SL.5.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and</p>	WWAIPAT

<p>Interpreting Characters</p>	<p>knowledge gained from the discussions.</p> <p>Literature Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills Phonics and Word Recognition</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>Fluency</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Speaking and Listening Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and</p>	<p>HWO0</p>
--------------------------------	---	-------------

	<p>expressing their own clearly.</p> <p>SL.5.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	
<p>Informational Reading</p>	<p>Informational Text</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills</p>	<p>Applicable to all</p>

	<p>Fluency RF.5.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Speaking and Listening Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. SL.5.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>Interpretive and Analytic Reading</p>	<p>Literature Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 6. Assess how point of view or purpose shapes the content and style of a text. RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. Integration of Knowledge and Ideas</p>	<p>STP/HTWW</p>

	<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently. RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Speaking and Listening</u> Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. SL.5.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>Historical Fiction Book Clubs</p>	<p><u>Reading: Literature</u> Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>6. Assess how point of view or purpose shapes the content and style of a text. RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty</p>	<p>STP/HWEO</p>

of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

6. Assess how point of view or purpose shapes the content and style of a text.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

	<p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. SL.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.</p>	
<p>Informational Reading Research</p>	<p><u>Informational Text</u></p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text</p>	<p>WWA</p>

	<p>complexity band independently and proficiently.</p> <p><u>Foundational Skills</u></p> <p>Fluency RF.5.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.</p> <p>Writing Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 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.</p> <p><u>Speaking and Listening</u></p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. SL.5.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.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.</p>	
Unit of Study	Objectives	Unit Taught
Metacognition	<ul style="list-style-type: none"> • Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension, including predicting, constructing mental images, visually representing ideas in text, questioning, re-reading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions • Plan, monitor, regulate and evaluate skills, strategies and processes to construct and convey meaning (e.g. decoding unfamiliar words); select an appropriate text type from known genre for particular writing purposes; and use theory/evidence, cause/effect and persuasive 	Applicable to all

	organizational patterns	
Critical Standards	<ul style="list-style-type: none">• Develop, discuss and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of students' own writing and the writing of others• Identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences	Applicable to all

Writing

Unit of Study	Objectives	Unit Taught
Writing Genre	<ul style="list-style-type: none"> • Write a cohesive narrative piece such as a mystery, tall tale or historical fiction using time period and setting to enhance the plot; demonstrate roles and functions of heroes, anti-heroes, and narrator; depict conflicts and resolutions • Write poetry based on reading a wide variety of grade-appropriate poetry • Write a position piece that demonstrates understanding of central ideas and supporting details (e.g. position/evidence organizational pattern) using multiple headings and subheadings • Use the writing process to produce and present a research project; use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved, narrowed focus question and hypothesis 	Applicable to all
Writing Process	<ul style="list-style-type: none"> • Set a purpose, consider audience and replicate authors' styles and patterns when writing a narrative or informational piece • Apply a variety of pre-writing strategies for both narrative and informational writing (e.g. graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence and structure ideas (e.g. role and relationships of characters, settings, ideas, relationship of theory/evidence, compare/contrast) • Draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent, mechanically sound paragraphs when writing compositions • Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve organization and flow of ideas (e.g. position/evidence organizational pattern, craft such as titles, leads, endings and powerful verbs) • Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups 	Applicable to all
Personal Style	<ul style="list-style-type: none"> • Exhibit personal style and voice to enhance the written message in both narrative (e.g. personification, humor, element of surprise) and informational writing (e.g. emotional appeal, strong opinion, credible support) 	Applicable to all
Grammar and Usage	<ul style="list-style-type: none"> • In the context of writing, correctly use compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; hyphens in compound and number words; commas between two independent clauses to set off direct address, long phrases, clauses; colons to separate hours and minutes and to introduce a list 	Applicable to all
Spelling	<ul style="list-style-type: none"> • In the context of writing, correctly spell frequently encountered words (e.g. roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g. letter/sound, rime, morphemic) and environmental sources (e.g. word walls, word lists, dictionaries, spell checkers) 	Applicable to all

Religion

	Objective	Unit Taught
The Seven Sacraments	<ul style="list-style-type: none"> List the seven sacraments Explain how the sacraments are divided into three groups: initiation, commitment and healing Discuss how and when the sacraments can affect our life Explain how acting out the sacrament of Reconciliation can heal broken relationships 	<ul style="list-style-type: none"> WWAIPAT HWO0 HWO0 STP/WWA
The Bible	<ul style="list-style-type: none"> Identify the importance and purpose of the Old Testament Explain how Jesus in the New Testament is a fulfillment of the Old Testament Learn about the life of Jesus from the four Gospels Discover the spiritual journey of a Christian from Paul's letters Explain the political turmoil between the Romans, priests and common people of Israel during the time of Jesus 	<ul style="list-style-type: none"> WWA WWA WWA WWA WWA
Ecumenism	<ul style="list-style-type: none"> Discuss how tolerance brings people together Explore the importance showing love instead of hate towards people of other religions Learn that knowledge of other faiths can strengthen one's own 	<ul style="list-style-type: none"> Applicable to all
The Church	<ul style="list-style-type: none"> Explore in brief the history from Jesus's time to today Learn the vestments of the Church Learn about religious vocations Study the Church calendar Learn the Church hierarchy Learn the Stations of the Cross, how to say the Rosary, and parts of the Mass 	<ul style="list-style-type: none"> WWA WWA HTWW STP HTWW WWA
Personal Growth	<ul style="list-style-type: none"> Discuss how prayer and reflection can make a difference in our lives Make an action plan to grow in faith Discuss how to make the world a better place and how to leave a spiritual imprint of love List the benefits of showing the attributes of good character: respect, trustworthiness, fairness, responsibility and caring 	<ul style="list-style-type: none"> STP WWAIPAT WWAIPAT WWAIPAT
World Religions	<ul style="list-style-type: none"> Discuss origins of major world religions Discover the benefits of diversity and cooperation of all faiths. 	<ul style="list-style-type: none"> HWO0 HWO0

Health

Topic	Objectives	Unit Taught
Social and emotional Health	<ul style="list-style-type: none"> Identifying feelings of different intensities in self and others Managing strong feelings, including I messages and positive self-talk Effects of teasing and bullying and what to do to protect others Assertive communication Listening skills Non violent conflict resolution skills 	WWA
Nutrition and Physical Activity	<ul style="list-style-type: none"> Six nutrients and their benefits Use of dietary guidelines "Fill your Plate" visual Using food labels to determine information about food 	HTWW
Safety	<ul style="list-style-type: none"> Sun safety Home alone safety strategies Safety strategies in public Child sexual abuse and abduction prevention 	HWO0
Alcohol, Tobacco and other Drugs	<ul style="list-style-type: none"> Dangers of inhalant use and how to avoid exposure Influence of family and peers 	HWE0

	<ul style="list-style-type: none">• Effects of stimulants to the body• Refusal skills	
Personal Health and Wellness	<ul style="list-style-type: none">• Importance of keeping the body clean• Hygiene concerns and solutions• Influence of media, including advertisements on products purchased on body image	WWA