



# MUSD Grade 5 Curriculum - Year at a Glance

## Math

Unit Name	AZ State Standards	Overview	Assessment Overview
<b>Module 1</b>	5.NBT.A.1 5.NBT.A.2 5.NBT.A.3 5.NBT.A.4 5.NBT.B.7	<b>Place Value and Decimal Fractions</b> In Module 1, students' understandings of the patterns in the base ten system are extended working with place value to include decimals to the thousandths place. Students deepen their knowledge through a more generalized understanding of the relationships between and among adjacent places on the place value chart, e.g., 1 tenth times any digit on the place value chart moves the digit one place value to the right. Toward the module's end, students apply these new understandings as they reason about and perform decimal operations through the hundredths place. <b>Ongoing: *Multiplication and division fact fluency will be practiced throughout the year.</b>	<ul style="list-style-type: none"> <li>• Topic Quizzes</li> <li>• Mid-Module Assessment</li> <li>• End of Module Assessment</li> <li>• District Summative Assessment</li> </ul>
<b>Module 2</b>	5.NBT.A.1 5.NBT.A.2 5.NBT.B.5 5.NBT.B.6 5.NBT.B.7	<b>Multi-Digit Whole Number and Decimal Fraction Operations</b> In Module 2, students apply the patterns of the base ten system to mental strategies and the multiplication and division algorithms.	<ul style="list-style-type: none"> <li>• Topic Quizzes</li> <li>• Mid-Module Assessment</li> <li>• End of Module Assessment</li> <li>• District Summative Assessment</li> </ul>
<b>Module 3</b>	5.NF.A.1 5.NF.A.2	<b>Addition and Subtraction of Fractions</b> In Module 3, students' understanding of addition and subtraction of fractions extends from earlier work with fraction equivalence and decimals. This module marks a significant shift away from the elementary grades' centrality of base ten units to the study and use of the full set of fractional units from Grade 5 forward, especially as applied to algebra. <b>ONGOING: *Multiplication and division fact fluency will be practiced throughout the year.</b> *Use parentheses to evaluate expressions 5.NBT.2 Multiplying or dividing by a power of 10 (scientific notation and metric – $36 \times 10^4$ )	<ul style="list-style-type: none"> <li>• Topic Quizzes</li> <li>• Mid-Module Assessment</li> <li>• End of Module Assessment</li> <li>• District Summative Assessment</li> </ul>

<b>Module 4</b>	5.NF.B.3 5.NF.B.4 5.NF.B.5 5.NF.B.6 5.NF.B.7 5.NBT.B.7	<b>Multiplication and Division of Fractions and Decimal Fractions</b> In Module 4, students learn to multiply fractions and decimal fractions, and begin working with fraction division.	<ul style="list-style-type: none"> <li>● Topic Quizzes</li> <li>● Mid-Module Assessment</li> <li>● End of Module Assessment</li> <li>● District Summative Assessment</li> </ul>
<b>Module 5</b>	5.MD.C.3 5.MD.C.4 5.MD.C.5 5.NF.B.4 5.NF.B.6	<b>Addition and Multiplication with Volume and Area</b> In this module, students work with two- and three-dimensional figures. Volume is introduced to students through concrete exploration of cubic units and culminates with the development of the volume formula for right rectangular prisms. The second half of the module turns to extending students' understanding of two-dimensional figures. Students combine prior knowledge of area with newly acquired knowledge of fraction multiplication to determine the area of rectangular figures with fractional side lengths. They then engage in hands-on construction of two-dimensional shapes, developing a foundation for classifying the shapes by reasoning about their attributes.	<ul style="list-style-type: none"> <li>● Topic Quizzes</li> <li>● Mid-Module Assessment</li> <li>● End of Module Assessment</li> <li>● District Summative Assessment</li> </ul>
<b>Module 6</b>	Supporting Standards	<b>Problem Solving with the Coordinate Plane</b> In this module, students develop a coordinate system for the first quadrant of the coordinate plane and use it to solve problems. Students use the familiar number line as an introduction to the idea of a coordinate and construct two perpendicular number lines to create a coordinate system on the plane. They see that just as points on the line can be located by their distance from 0, the plane's coordinate system can be used to locate and plot points using two coordinates. They then use the coordinate system to explore relationships between points, ordered pairs, patterns, lines and, more abstractly, the rules that generate them. This study culminates in an exploration of the coordinate plane in real world applications.	<ul style="list-style-type: none"> <li>● Topic Quizzes</li> <li>● Mid-Module Assessment</li> <li>● End of Module Assessment</li> <li>● District Summative Assessment</li> </ul>

# ELA

Unit Name	AZ State Standards	Overview	Assessment Overview
<b>Unit 1</b>	5.RL.1 5.RL.2 5.RL.7 5.RI.1 5.RI.2 5.RI.3 5.RI.5 5.RI.7 5.RI.8 5.RF.3 5.RF.4 5.W.1 5.W.3 5.SL.1 5.L.2 5.L.4 5.L.5	This unit provides readings and discussion on the focus question: How can people work together to reach their goals? Students will work on the following learnings and skills: <ul style="list-style-type: none"> <li>● Considers the influence of setting and events on characters' decisions and on how goals are achieved</li> <li>● Recognizes how authors use historical and other factual details to help readers understand the choices characters make in their books</li> <li>● Notices how authors reveal the underlying messages or the theme of teamwork (through a character, through plot and events)</li> <li>● Follows the series of challenges that need to be overcome before the main problem in the story can be resolved</li> <li>● Identifies and discusses how authors use literary devices such as foreshadowing, figurative language, and symbolism to build suspense and appeal to readers' emotions</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Benchmark</li> <li>● Word Knowledge Inventory</li> <li>● Reading Graphic Organizer Rubrics</li> <li>● Writing Rubrics</li> <li>● End of Unit Assessment</li> </ul>
<b>Unit 2</b>	5.RL.1 5.RL.2 5.RL.3 5.RL.7 5.RI.1 5.RI.2 5.RI.8 5.RF.3 5.RF.4 5.W.1 5.W.2 5.W.3 5.W.7 5.SL.1 5.L.4 5.L.5	This unit provides readings and discussion on the focus question: How do authors use a sense of danger to shape stories? Students will work on the following learnings and skills: <ul style="list-style-type: none"> <li>● Identifies how an author uses story events to build suspense and reveal characters and settings</li> <li>● Recognizes how authors use imagery and symbols to set the mood and reinforce the meaning of characters' actions</li> <li>● Understands the cause-and-effect chains that lead to specific consequences and reinforce the author's message</li> <li>● Notices how the illustrations in a story help establish the setting and the mood</li> <li>● Notices folklore motifs and characters in longer works of fantasy and how these familiar elements are used to shape an original work</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Graphic Organizer Rubrics</li> <li>● Writing Rubrics</li> <li>● End of Unit Assessment</li> </ul>
<b>Unit 3</b>	5.RL.1 5.RL.2 5.RL.7	This unit provides readings and discussion on the focus question: What tools and techniques help scientists study the human body? Students will work on the following learnings and skills:	<ul style="list-style-type: none"> <li>● Reading Benchmark</li> <li>● Word Knowledge Inventory</li> <li>● Reading Graphic</li> </ul>

	<p>5.RI.1 5.RI.2 5.RI.5 5.RI.7 5.RI.8 5.RI.9 5.RF.3 5.RF.4 5.W.2 5.W.7 5.SL.1 5.L.2 5.L.4 5.L.5</p>	<ul style="list-style-type: none"> <li>• Understands that authors organize their texts in specific ways to help readers absorb technical information</li> <li>• Notices that some authors use humor to make learning facts appealing and to get their message across</li> <li>• Identifies how diagrams, illustrations, and photographs with captions provide information to support the text and to help readers grasp scientific methods and discoveries</li> <li>• Notices the sequence words and the technical and descriptive language an author uses to make the steps in a scientific process easy to understand</li> <li>• Understands how persuasive language and facts can be used to create persuasive arguments about healthy habits</li> <li>• Recognizes that descriptive details as well as photographs and illustrations help readers visualize the inner workings of the human body</li> </ul>	<p>Organizer Rubrics</p> <ul style="list-style-type: none"> <li>• Writing Rubrics</li> <li>• End of Unit Assessment</li> </ul>
<p><b>Unit 4</b></p>	<p>5.RL.1 5.RL.2 5.RL.3 5.RL.7 5.RI.1 5.RI.2 5.RI.6 5.RF.3 5.RF.4 5.W.1 5.W.2 5.W.3 5.SL.1 5.L.2 5.L.4 5.L.5</p>	<p>This unit provides readings and discussion on the focus question: How do books reflect the kinds of changes people face in real life? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> <li>• Notices how authors craft realistic fiction, fantasy, and biography to explore important themes about dealing with change</li> <li>• Understands that some authors use humor to help convey their messages</li> <li>• Identifies descriptive details, plot points, and illustrations that help readers connect to the characters and to the author's message</li> <li>• Recognizes the importance of respecting others for who they are</li> <li>• Understands that different individuals have different strengths and goals</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Graphic Organizer Rubrics</li> <li>• Writing Rubrics</li> <li>• End of Unit Assessment</li> </ul>
<p><b>Unit 5</b></p>	<p>5.RL.1 5.RL.2 5.RL.7 5.RI.1 5.RI.2 5.RI.5 5.RI.7 5.RF.3 5.RF.4 5.W.1 5.W.3</p>	<p>This unit provides readings and discussion on the focus question: What makes a great leader, and how do leaders affect change? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> <li>• Recognizes that biographical information can be presented in a variety of formats</li> <li>• Notices how authors use specific historical events and details to reveal their subject's character</li> <li>• Understands that the authors did research and that dialogue and events used in biographies are derived from that research• Notices and derives information from photographs and illustrations about a specific</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Graphic Organizer Rubrics</li> <li>• Writing Rubrics</li> <li>• End of Unit Assessment</li> </ul>

	5.SL.1 5.L.4 5.L.5	<p>person, time, or place, and realizes that the illustrations or photos support the tone of the book</p> <ul style="list-style-type: none"> <li>Understands how an author's attitude about the subject is reflected in the facts the author chooses to include and that the author's purpose may be to persuade readers to form a certain opinion about the subject</li> </ul>	
<b>Unit 6</b>	5.RL.1 5.RL.2 5.RL.3 5.RL.7 5.RI.1 5.RI.2 5.RI.5 5.RI.7 5.RF.3 5.RF.4 5.SL.1 5.L.1 5.L.4 5.L.5	<p>This unit provides readings and discussion on the focus question: How do authors use actual events from history to create memorable fiction? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> <li>Notices how authors make historical settings and plot points seem authentic</li> <li>Infers characters' intentions, feelings, and motivation from what they say and do as well as the historical context authors provide</li> <li>Shares examples of details the authors use to make the problems of historical characters seem relevant to life today</li> <li>Understands the differences between historical fiction and informational text that does not include fictional details</li> <li>Discusses similarities and differences among works of historical fiction, especially those written by the same author</li> </ul>	<ul style="list-style-type: none"> <li>Reading Benchmark</li> <li>Word Knowledge Inventory</li> <li>Reading Graphic Organizer Rubrics</li> <li>Writing Rubrics</li> <li>End of Unit Assessment</li> </ul>

<b>Science</b>			
<b>Unit Name</b>	<b>AZ State Standards</b>	<b>Overview</b>	<b>Assessment Overview</b>
<b>Unit 1</b>	5.E2U1.7 5.E2U1.8 5.P2U1.3	<p><b>Earth, Moon, and Sun Patterns</b> Students develop an understanding of how the gravitational forces in space cause observable patterns due to the position of Earth, Sun, Moon, and stars.</p>	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>
<b>Unit 2</b>	5.P1U1.2 5.P1U1.1	<p><b>Physical Science: Matter</b> Students develop an understanding that changes can occur to matter/objects on Earth or in space, but both energy and matter follow the pattern of being conserved during those changes.</p>	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Multiple Choice Assessments</li> </ul>
<b>Unit 3</b>	5.P3U1.4 5.P3U2.5 5.P4U1.6	<p><b>Physical Science: Motion</b> Students develop an understanding that changes can occur to matter/objects on Earth or in space, but both energy and matter follow the pattern of being conserved during those changes.</p>	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Multiple Choice Assessments</li> </ul>

<b>Unit 4</b>	5.L3U1.9 5.L4U3.11 5.L3U1.10 5.L4U3.12	<b>Life Science: Environmental Impacts</b> Students develop an understanding of patterns and how genetic information is passed from generation to generation. They also develop the understanding of how genetic information and environmental features impact the survival of an organism.	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Multiple Choice Assessments</li> </ul>
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<b>Social Studies</b>			
Unit Name	AZ State Standards	Overview	Assessment Overview
<b>Unit 1</b>	5.SP1.3 5.SP2.1  5.SP1.1	<p><b>The American Revolution</b> Is Betrayal Always Bad? This inquiry leads students through an investigation of leaders during the American Revolution. By investigating the compelling question “Is betrayal always bad?” students evaluate the actions of King George III and George Washington. The formative performance tasks build on knowledge and skills through the course of the inquiry and help students understand the motives of patriots and loyalists. For the summative task, students create an evidence-based argument about whether the act of betrayal is always bad.</p> <p>Why Do Countries Declare Independence? This inquiry asks why countries declare their independence. As an integral early step in the process of becoming independent, a declaration of independence functions as an argument for why people should be free. This inquiry focuses on the argument made in the United States Declaration of Independence. With a firm understanding of the American colonists’ argument for independence, the inquiry shifts to students conducting research on declarations of independence in other parts of the Western Hemisphere.</p>	<ul style="list-style-type: none"> <li>• Formative Tasks</li> <li>• Summative Performance Task</li> </ul>
<b>Unit 2</b>	5.SP1.3 5.SP2.1 5.SP3.1 5.SP3.3 5.SP3.5 5.SP3.7	<p><b>Westward Expansion</b> Was it Destiny to Move West? This inquiry prompts students to investigate the factors, conditions, and conflicts related to westward expansion in the United States before the Civil War. In the inquiry, students wrestle with various economic, geographic, and social ideas as they consider the value of the push westward. The compelling question “Was it destiny to move west?” prompts students to think about the historical justification for American settlers moving west in light of what we now understand as the problems associated with that expansion. In doing so, students explore the economic, geographic, and social conditions as well as</p>	<ul style="list-style-type: none"> <li>• Formative Tasks</li> <li>• Summative Performance Task</li> </ul>

		ways new technologies contributed to westward expansion. Students also examine conflicts that arose as settlers encountered Native peoples as well as the conflicts with Mexico over western lands.	
<b>Unit 3</b>	5.SP1.1 5.SP1.2 5.SP1.3 5.SP2.1 5.SP3.1 5.SP3.7 5.SP4.2 5.SP4.3	<b>Civil War Time Period</b> How Did Sugar Feed Slavery? This inquiry provides students with an opportunity to evaluate the relationship between the dramatic increase in European sugar consumption in the 18th and 19th centuries and the reliance on the labor of enslaved persons to produce sugar in the Western Hemisphere. In examining the compelling question--“How did sugar feed slavery?” students explore the environmental, economic, and social consequences of increased sugar production. Students work with featured sources focused on sugar production and the treatment of enslaved workers on sugar plantations. The goal of this inquiry is to provide students with an opportunity to examine the human costs of consumer behaviors through the historical example of sugar production in the Western Hemisphere. Such knowledge may help students as they make economic decisions of their own.	<ul style="list-style-type: none"> <li>● Formative Tasks</li> <li>● Summative Performance Task</li> </ul>
<b>Unit 4</b>	5.SP1.1 5.SP1.2 5.SP1.3 5.SP2.1 5.SP4.1	<b>Immigration</b> Did the American Dream Come True for Immigrants Who Came to New York? This inquiry leads students through an investigation of the experiences faced by immigrant groups who traveled to New York throughout the mid-nineteenth and early twentieth centuries. Understanding those experiences helps students develop keen insights into the cultural fabric of New York State. In examining the initial hopes of immigrants and their reasons for coming to America, the social and economic conditions in New York City at the time, and the realities of establishing a new life for immigrant families, students should be able to develop an argument with evidence to answer the compelling question “Did the American Dream come true for immigrants who came to New York?”	<ul style="list-style-type: none"> <li>● Formative Tasks</li> <li>● Summative Performance Task</li> </ul>