



Tomah Area School District
High Quality Student Learning
Every Child. Every Day.

Essential Learning

Grade/Subject: Grade 5 ELA

Essential Knowledge:

Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-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.

Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)

Compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL)
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)

In literary text, explain how a narrator's or speaker's point of view influences how events are described. (RL) In informational text, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)

Write text in a variety of modes:

- Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.
- Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.
- Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

Create writing that utilizes:

- Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
- Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
- Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.

Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

- Conjunctions.
- Verb tenses.
- Correlative conjunctions.
- Use of "they" and "their" when referring to singular people or ideas

Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English Appropriately use and explain the intended purpose in conventions with:

- Commas (introductory elements, and elements that need to be set off like a question or direct address).
- Italics, underlining, quotes with titles.
- Spell grade-level words correctly using reference materials to solve words and edit written work as needed

Essential Questions:

1. How do sounds and letters create words?
2. What do good readers do?
3. What makes a story a great story?
4. What is the author's choice?
5. What way does create choice impact an audience?
6. What makes a good conversation?
7. What makes a presentation great?
8. When a word does not make sense what can I do?
9. How do I use context clues?
10. What do good writers do?
11. What is my purpose and how do I develop it?
12. What does it take to write clearly?
13. Why write?
14. What do good researchers do?





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Grade/Course: Grade 5 Math

Essential Knowledge:

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

- Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
 - A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
- Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
- Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
 - Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
 - Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.
 - Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Understand the place value system.

- Read, write, and compare decimals to thousandths.
 - Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
- Use place value understanding to round decimals to any place.

Perform operations with multi-digit whole numbers and with decimals to hundredths.

- Fluently multiply multi-digit whole numbers using the standard algorithm.
- Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Use equivalent fractions as a strategy to add and subtract fractions.

- Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

- Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

- Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
- Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
- Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
 - Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.
 - Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
- Interpret multiplication as scaling (resizing), by:
 - Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
 - Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number.
- Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
- Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.¹
 - Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.
 - Interpret division of a whole number by a unit fraction, and compute such quotients.
 - Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.

Essential Questions:

1. Can I use the concepts of volume (formula, unit cubes, addition of layers) to find the volume of a rectangular prism?
2. Can I read and write decimals to the thousandths in word form, base-ten numerals, and expanded form?
3. Can I explain how to use place value and what digits to look at to round decimals to any place?
4. Can I fluently multiply multidigit whole numbers using the standard algorithm?
5. Can I demonstrate division of whole numbers with four-digit dividends and two-digit divisors using place value, rectangular arrays, area models, and other strategies?
6. Can I add, subtract, multiply, and divide decimals to hundredths using strategies based on place value, properties of operations, or other strategies?
7. Can I add and subtract fractions using equivalent fractions?
8. Can I multiply and divide fractions?

Units:

1. Unit 1: Whole Number Operations
2. Unit 2: Decimals and Fractions
3. Unit 3: Decimals and Fractions
4. Unit 4: Measurement, Data, and Geometry
5. Unit 5: Algebraic Thinking, Coordinate Plane



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Essential Learning

Grade/Course: Grade 5 Science

Essential Knowledge:

Develop a model to describe that matter is made of particles too small to be seen.

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.

Make observations and measurements to identify materials based on their properties.

Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

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.

Support an argument that plants get the materials they need for growth chiefly from air and water.

Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

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.

Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Support an argument that the gravitational force exerted by Earth on objects is directed down.

Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.

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.

Units:

1. Physical and Chemical Changes of Matter
2. Mass is Conserved
3. Properties of Gases and Liquids
4. States and Properties of Water
5. Measurement
6. Mass and Volume
7. Density
8. Properties of Matter

9. Flow of Energy and Matter through an Ecosystem
10. Biotic and Abiotic Factors
11. Ecosystems
12. Photosynthesis
13. Symbiosis
14. The Earth System
15. Earth's Atmosphere
16. Oceanography
17. Water and Water Pollution
18. The Greenhouse Effect and Climate Change
19. Calculating a Carbon Footprint
20. Reduce, Reuse and Recycle
21. Renewable and Non-Renewable Energy
22. Gravity
23. Day and Night
24. Solar System
25. Planets
26. Seasons and Earth's Tilt and Rotation
27. Moon Phases
28. Eclipses
29. Stars and Galaxies
30. Patterns in the Night Sky





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Essential Learning

Grade/Course: Grade 5 Social Studies

Essential Knowledge:

Students will examine individual cognition, perception, behavior, and identity.

- Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.

Students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).

- Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.

Students will analyze how decisions are made and interactions occur among individuals, households, and firms or businesses.

- Assess the roles of consumer (demand), producers (supply), prices, non-price factors (e.g., drought or fad item) and competition in the product market.

Students will evaluate government decisions and their impact on individuals, businesses, markets, and resources.

- Discuss reasons a government taxes people.

Students will use geographic tools and ways of thinking to analyze the world.

- Summarize how location (absolute and relative) affects people, places, and environments.
- Construct maps (paper or digital), charts and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, and situation).

Students will analyze human movement and population patterns.

- Investigate push and pull factors of movement in their community, state, country, and world.

Students will use historical evidence for determining cause and effect.

- Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
- Use evidence to draw conclusions about probable effects of historical events, issues, and problems.

Students will identify and analyze democratic principles and ideals. Origins and foundation of the government of the United States.

- Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture.
- Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship.

Students will examine and interpret rights, privileges, responsibilities in society, civil rights and civil liberties.

- Investigate examples of rights and responsibilities including the Declaration of Independence, Constitution, Bill of Rights, and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world.
- Summarize the actions of people and groups that have advanced civil rights for individuals.
- Identify and describe basic human liberties (i.e., thought, expression, and privacy)

Students will analyze and evaluate the powers and processes of political and civic institutions.

- Classify the basic structures and functions of governments and summarize the basic powers of the government at the local, state, tribal, and federal level.

Students will develop and employ skills for civic literacy. Compromise, diplomacy, and consensus building.

- Describe what influences different political attitudes and actions and how diverse groups can work towards consensus.

Essential Questions:

1. How do scarcity and competition influence decision making?
2. How do external factors influence our identity and behavior?
3. How do governments develop and evolve over time?
4. How do different political and economic systems affect civic life?
5. What knowledge and skills are needed to participate effectively in our political system?
6. How does the past (events, people, and ideas) influence and/or reflect the present?
7. How do geography, climate, and resources affect the way people live and work?

Units:

1. American Revolution
2. Early Life in the Western Hemisphere
3. Eastern Hemisphere and Exploration
4. Government
5. Thirteen Colonies





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Essential Learning

Grade/Course: Grade 5 Exercise and Sports Science (ESS)

Essential Knowledge:

Standard 1

- Combine traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or an apparatus.
- Create and perform a jump rope routine with a partner using either a long or short rope.
- Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in small-sided net/wall games.
- Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in small-sided invasion games.

Standard 3

- Analyze results of fitness assessment (pre and post), comparing results to fitness components for good health.

Standard 4

- Implement conflict resolution skills to peacefully arrive at a solution.
- Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.

Standard 5

- Participate in different physical activities for enjoyment and challenge and analyze reasons for the feeling of enjoyment.
- Participate in different physical activities for enjoyment and challenge and analyze reasons for the feeling of enjoyment.

Units:

1. Rock Climbing/Adventure
2. Gymnastics
3. Dance
4. Fitness/Healthy Lifestyle
5. Jump Rope
6. Kicking/Foot Dribbling
7. Hand Dribbling
8. Playground
9. Cooperative/Building a Learning Community
10. Low Organization/Target Games



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Essential Learning

Grade/Course: Grade 5 TECH Class

Essential Knowledge:

Students understand the fundamental concepts of technology operations and demonstrate the ability to choose, use, and troubleshoot current technologies.

Students are able to transfer knowledge to explore emerging technologies.

Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world.

Students critically curate a variety of digital tools and diverse resources.

Students produce creative artifacts and make meaningful learning experiences from curated knowledge for themselves and others.

Students use a variety of technologies within a design process to create new, useful, and imaginative solutions.

Students develop and employ strategies for understating and solving problems.

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Students use digital tools to broaden their perspectives and enrich their learnings with culturally responsive practices by collaborating and working effectively with local and global teams.

Essential Questions:

1. What digital tool should I use to accomplish a learning task?
2. How can I troubleshoot program and/or technology problems? Who can I ask if I need help?
3. In what ways can I transfer my knowledge learned in TECH class into my other classes?
4. How can I transfer my knowledge into other digital programs?
5. What information can I safely share online?
6. What would I do if someone made me feel uncomfortable while online?
7. How can I create a strong and secure password?
8. How can I quickly and efficiently find information on the Internet?
9. What digital resources should I use to plan and manage a digital project?
10. Within a program, how can I use the provided tools to analyze and solve problems?
11. What features and functions can I use within the programs learned in TECH class that will help me communicate my ideas clearly?
12. In a team project, what can I do to become a valuable team member when solving a problem?

Units:

1. Keyboarding
2. Word Processing
3. PowerPoint
4. Spreadsheets
5. Internet Research
6. Internet Safety
7. State Testing
8. Computer Code

