DailiesSchool

5th Grade Curriculum

5th Grade Table of Contents

Welcome to 5th Grade! Keep reading to see what your student(s) will learn this year.

5th Grade: Quarter 1 Overview

Math   **Reading Comprehension**   **Foundational Reading**   **Writing**   **Social Studies**   **Science**   **SEL**

In math, students will practice analyzing place value by reading, writing, and comparing decimals to the thousandths place. They will also practice adding, subtracting, multiplying, and dividing decimals to the hundredths place.

To practice reading comprehension, students will come to class prepared to have discussions with others to build on others' ideas, express their own ideas, and explore ideas under discussion.

As part of foundational reading, students will practice using reference materials to look up the meanings of unfamiliar words. They will practice correctly spelling and pronouncing 5th grade level words.

In writing, students will demonstrate their understanding of proper English grammar by using the correct form of verb tenses, conjunctions, prepositions, interjections, and punctuation.

In social studies, students will understand the relationship between colonists and Native Peoples. They will also explore the enslavement of African Americans and the events that led up to the American Revolution.

Students will explore particles and properties of matter in science by making observations, taking measurements, and developing models.

For SEL, students will practice self-management, develop social awareness skills, and be able to set themselves up for success.

5th Grade: Quarter 1 Standards

Math Reading Comprehension Foundational Reading Writing Social Studies Science SEL
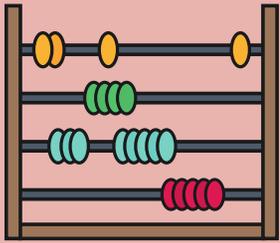
Math

Students will read, write, and compare decimals to the thousandths place.

5.NBT.A.3

Students will write out simple formulas that require calculation and interpret formulas without having to calculate them.

5.OA.A.2

Students will read and write decimals to the thousandths place using base-ten numerals, number names, and expanded form.

5.NBT.A.3.A

Students will recognize that in a multi-digit number, a digit in the ones place represents 10 times as much as it represents in the place to its right and 1/10 what it represents in the place to its left.

5.NBT.A.1

Students will compare two decimals to the thousandths place based on the meanings of the digits in each place using >,<, or = symbols.

5.NBT.A.3.B

Students will be able to explain patterns in the number of zeros of the product when multiplying a number by 10 and the placement of the decimal when multiplying or dividing by 10.

5.NBT.A.2

Students will use place value to round decimals.

5.NBT.A.4

Students will multiply multi-digit whole numbers using a standard set of rules.

5.NBT.B.5

Reading Comprehension

Students will find quotients (value after dividing a number) of whole numbers with up to four-digit dividends and two-digit divisors (eg., 1234 ÷ 12)

5.NBT.B.6

Students will engage in collaborative discussions with diverse partners on 5th grade texts, building on others' ideas and expressing their own ideas clearly.

SL.5.1

Students will add, subtract, multiply, and divide decimals to the hundredths place using strategies such as models, drawings, place value, properties of operations, and the relationship between addition and subtraction.

5.NBT.B.7

Students will come to discussions prepared, having read or studied the required material. They will draw on their preparation to explore ideas under discussion.

SL.5.1.A

Students will add and subtract fractions with unlike denominators.

5.NF.A.1

Students will follow rules for discussions and complete assigned roles.

SL.5.1.B

Students will solve word problems involving adding and subtracting fractions by using visual models or equations to solve the problem.

5.NF.A.2

Students will pose and respond to questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1.C

Students will review key ideas expressed and draw conclusions in light of information and knowledge gained through discussions.

SL.5.1.D

Students will interpret figurative language including similes and metaphors.

L.5.5.A

Students will be able to explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a story, drama, or poem.

RL.5.5

Students will determine the meaning of words and phrases in a text relevant to a 5th grade level topic or subject area.

RI.5.4

Students will compare and contrast the varieties of English (eg., dialects and registers) used in stories, dramas, or poems.

L.5.3.B

Students will recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.5.B

Students will determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.

RL.5.4

Foundational Reading

Students will understand figurative language, word relationships, and nuances in word meanings.

L.5.5

Students will apply 5th grade level phonics and word analysis skills to pronounce words.

RF.5.3

Students will use combined knowledge of letter-sound correspondences, syllable patterns, and morphology (eg., roots and affixes) to read unfamiliar multi-syllabic words in and out of context.

RF.5.3.A

Writing

Students will be able to spell 5th grade level words correctly, using references as needed.

L.5.2.E

Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1

Students will determine the meaning of unknown and multiple-meaning words and phrases using various strategies.

L.5.4

Students will be able to explain function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1.A

Students will use reference materials such as dictionaries or glossaries to find the pronunciation and determine the meaning of key words and phrases.

L.5.4.C

Students will form and use verb tenses (eg., I had walked, I have walked, I will have walked).

L.5.1.B

Dailies Tip

Keep a list of unfamiliar words as your child(ren) comes across them while reading. Challenge them to use resources to find the meaning of the words.

Students will use verb tense to convey time, sequence, state, and condition.

L.5.1.C

Students will recognize and correct inappropriate verb tense.

L.5.1.D

Students will use a comma to set off the words yes and no (eg., Yes, thank you), to set off a tag question (eg., It's true, isn't it?), and to indicate direct address (eg., is that you, teacher?).

L.5.2.C

Students will use correlative conjunctions (eg., either/or, neither/nor).

L.5.1.E

Students will use underlining, quotation marks, or italics to indicate titles of works.

L.5.2.D

Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2

Students will use their knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.3

Students will use punctuation to separate items in a series.

L.5.2.A

Students will expand, combine, and reduce sentences for meaning, reader interest, and style.

L.5.3.A

Students will use a comma to separate an introductory element from the rest of the sentence

L.5.2.B

Students will produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.4

Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach with guidance and support from peers and adults.

W.5.5

Students will use technology to produce and publish writing and to collaborate with others. They will demonstrate sufficient keyboarding skills to type a minimum of two pages in a single sitting.

W.5.6

Students will explain the early relationships of English settlers to Native Peoples in the 1600s and 1700s, including the impact of diseases introduced by Europeans, different views of land ownership, and conflicts between the groups.

5.T1.1

Students will draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9

Students will compare the different reasons colonies were established and research one of the founders of a colony.

5.T1-2

Students will write routinely over extended time frames and short time frames for a range of discipline-specific tasks, purposes, and audiences.

W.5.10

Students will analyze the reasons why English colonists had a strong influence on language and politics.

5.T1-3

Dailies Activity

Creative writing prompt:

Re-write a classic fairy tale to make the villain the hero!

Students will locate the first 13 colonies on a map, describe the impact of regional differences in climate on crops, and describe different sources of labor.

5.T1-4

Students will describe the origins of slavery, its legal status through the 18th century, and the prevalence of slave ownership.

5.T1.5

Students will understand the meaning of the slogan "no taxation without representation".

5.T2.1.B

Students will describe the Triangular Trade and the harsh conditions of trans-Atlantic voyages for enslaved Africans.

5.T1.6

Students will understand the roles of the Stamp Act Congress, the Sons of Liberty, the Boston Tea Party, the Suffolk Resolves, and battles between colonists and the British.

5.T2.1.C

Students will compare and contrast the living and working conditions of enslaved and free Africans in the colonies in the 18th century. They will also be able to explain how some enslaved people sought freedom.
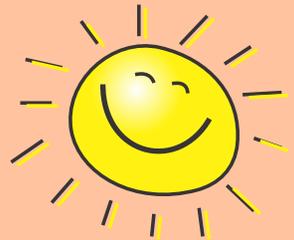
5.T1.7.A-D

Students will understand the role of women in supporting the Continental Army during the American Revolution.

5.T2.1.D

Students will be able to explain reasons for the French and Indian War and how its costs led to an overhaul of British policy.

5.T2.1

Science

Students will understand different policies such as the Proclamation Act of 1763, the Sugar Act, the Stamp Act, the Townsend Duties, the Tea Act, and the Intolerable Acts.

5.T2.1.A

Students will develop a model to describe that matter is made of particles too small to be seen.

5-PS1-1

Students will understand that matter can be divided into particles too small to be seen but this matter can still be detected by other means.

PS1.A.1

Students will be able to support the argument that the gravitational force exerted by Earth on objects is directed downwards.

5-PS2-1, PS2.B.1

Students will measure and graph quantities to provide evidence that the total weight of matter stays the same regardless of the type of change that occurs when heating, cooling, or mixing substances.

5-PS1-2, PS1.A.2

Social Emotional Learning

Students will understand that the total weight of a substance does not change regardless of what reaction or change in properties occurs.

PS1.B.2

Students will develop self-management skills by practicing self-discipline, self-motivation, organization, prioritization, optimization, and dealing with the consequences of stress.

5.SM.1,3,4,&6

Students will make observations and measurements to identify materials based on their properties.

5-PS1-3, PS1.A.3

Students will practice social awareness by balancing listening and talking and understanding the results of different perspectives.

5.SOA.1,3

Students will conduct an investigation to determine whether mixing two or more substances results in a new substance.

5-PS1-4, PS1.B.1

Students will build skills to set themselves up for future success and practice safety when using technology.

5.MS.1,3

5th Grade: Quarter 2 Overview

Math **Reading Comprehension** **Foundational Reading** **Writing** **Social Studies** **Science** **SEL**

In math, students will continue practicing multiplying with decimals. They will also add and subtract fractions to solve word problems and explore characteristics of shapes.

For reading comprehension, students will describe details of a story, drama, or poem. They will analyze how visual elements can contribute to the meaning of a text and comprehend 5th grade level text independently.

As part of foundational reading, students will read 5th grade level poetry and prose. They will also use Greek and Latin affixes and prefixes to determine the meaning of an unknown word.

Students will practice writing by authoring narrative texts. They will establish a situation, introduce characters, organize a sequence of events, and provide a conclusion.

Social studies will focus on the American Revolution. Students will locate important sites of the Revolution on a map, read the Declaration of Independence, understand the impact of events of the war, describe different battles such as the Battles of Trenton and Saratoga, and analyze Shay's Rebellion.

Students will explore energy in science. They will discover that all energy from food was once energy from the sun and that animals need energy for growth, body repair, and movement.

For SEL, students will develop self-management skills to help them deal with experiencing multiple feelings. They will also practice self-awareness by understanding their value, personality, and character.

5th Grade: Quarter 2 Standards

Math   Reading Comprehension   Foundational Reading   Writing   Social Studies   Science   SEL
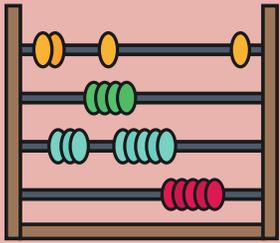
Math

Students will add and subtract fractions with unlike denominators.

5.NF.A.1

Students will write out simple formulas that require calculation and interpret formulas without having to calculate them.

5.OA.A.2

Students will solve word problems involving adding and subtracting fractions by using visual models or equations to solve the problem.

5.NF.A.2

Students will be able to explain patterns in the number of zeros of the product when multiplying a number by 10 and the placement of the decimal when multiplying or dividing by 10.

5.NBT.A.2

Students will interpret multiplication as resizing by comparing the size of the product to the size of one factor on the basis of the size of the other factor.

5.NF.B.5, 5.NF.B.5.A

Students will add, subtract, multiply, and divide decimals to the hundredths place using strategies such as models, drawings, place value, properties of operations, and the relationship between addition and subtraction.

5.NBT.B.7

Students will explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number.

5.NF.B.5.B

Students will understand that characteristics belonging to a category of two-dimensional figures also belongs to all subcategories of that category.

5.G.B.3

Students will be able to classify two-dimensional figures in a hierarchy based on properties.

5.G.B.4

Reading Comprehension

Students will be able to accurately quote from a text when explaining what the text says when drawing inferences form a text.

RL.5.1

Students will determine the theme of a story, drama, or poem from details in the text including how characters respond to challenges or how the speaker reflects upon the topic.

RL.5.2

Students will describe how a narrator's or speaker's point of view influences how events are described.

RL.5.6

Students will analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.

RL.5.7

Students will be able to read and comprehend literature, including stories, dramas, and poetry, at the high end of grades 4-5 level text independently and proficiently.

RL.5.10

Foundational Reading

Students will read with accuracy and fluency to support comprehension.

RF.5.4

Students will read 5th grade level prose and poetry orally with accuracy, appropriate rate, and expression.

RF.5.4.B

Students will use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.

W.5.3.B

Students will use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

L.5.4.B

Students will use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3.C

Writing

Students will use concrete words and phrases and sensory details to convey experiences and events.

W.5.3.D

Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences.

W.5.3

Students will apply 5th grade reading standards to informal texts. (eg., "Explain how the author uses reasons and evidence to support particular points in a text").

W.5.9

Students will orient the reader by establishing a situation and introducing a narrator/characters and organizing an event sequence that unfolds naturally.

W.5.3.A

Students will provide a conclusion that follows from the narrated experiences or events.

W.5.3.E

Students will acquire and use 5th grade appropriate words and phrases.

L.5.6

Social Studies

Students will locate important sites of the pre-Revolutionary and Revolutionary period on a historic map of the Boston area in the 1770's. They will analyze the role and significance of different leaders during this era.

5.T2.2

Students will explain the development of colonial governments and describe how these developments contributed to the American Revolution.

5.T2.3

Students will read the Declaration of Independence, explain its main argument, the reasons given for seeking independence, the meaning of the key ideas on equality and rights, and the rule of law.

5.T2.4

Students will describe the impact of events as the Revolutionary War continued, locate the sites of events on a map, and explain the factors leading up to American victory.

5.T2.5

Students will describe the Battles of Trenton in New Jersey and Saratoga in New York.

5.T2.5.A

Students will describe the winter encampment of the Continental Army at Valley Forge in Delaware.

5.T2.5.B

Students will describe the battle of Yorktown in Virginia.

5.T2.5.C

Students will explain that many Americans remained loyal to the British Crown or remained neutral. They will understand that Native Peoples and free and enslaved Africans fought on both sides of the American Revolution.

5.T2.6

Students will compare and contrast the impact of the actions of important leaders during the American Revolution and the early years of the United States Republic.

5.T2.7

Students will explain the reasons for the adoption of the Articles of Confederation, the weaknesses of the articles as a plan for government, and the reasons for their failure.

5.T2.8

Students will analyze the causes of Shay's Rebellion and explain why it was one of the crucial events leading to the Constitutional Convention.

5.T2.9

Dailies Activity

Sometimes it helps to visualize dates and events from the American Revolution to help remember them! Get creative and design a timeline of events that occurred during the American Revolution. Include drawings or pictures!

Science

Students will use models to explain that energy in animals' food was once energy from the sun.

5-PS1-3

Students will understand that the energy released from food was energy from the sun that was captured by plants through a chemical process.

PS3.D.1

Students will understand that food provides animals with the materials they need for growth, body repair, body warmth, and motion.

LS1.C.1

Students will be able to support an argument that plants get the materials they need for growth from air and water.

5-LS1-1, LS1.C

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

5-LS2-1

Students will understand how their brain affects their impulses.

5.SM.5

Students will be able to explain that food of almost any kind of animal can be traced back to plants.

LS2.A.1

Students will compare and contrast the consequences of honesty and dishonesty.

5.MS.4

Students will understand that matter cycles between the air and soil among plants, animals, and microbes.

LS2.B.1

Students will develop strategies to re-frame anxious thoughts.

5.MS.5

Social Emotional Learning

Students will understand how changes in their body and brain affect their mood.

5.MS.7

Students will build skills to help them deal with experiencing multiple feelings.

5.SM.1

Students will build self-awareness by understanding their value, personality, and character.

5.SA.2,4,&5

5th Grade: Quarter 3 Overview

Math   Reading Comprehension   Foundational Reading   Writing   Social Studies   Science   SEL

In math, students will practice multiplying and subtracting fractions to solve real world problems. They will also begin interpreting and plotting points on a line from a data set.

For reading comprehension, students will demonstrate their understanding of a text by accurately quoting from the text, determining the main ideas of a text, explaining the interactions between characters, and integrating information from multiple texts to understand a given subject.

As part of foundational reading, students will use context clues to determine the meaning of an unfamiliar word in a sentence.

Students will practice writing by authoring explanatory and informative texts, applying 5th grade level reading standards, words, and phrases.

In social studies, students will focus on the development of the United States government by exploring the Constitution and Bill of Rights. They will also explore the relationships between Native Peoples and the United States government.

Students will explore Earth's place in the solar system and Earth Systems by studying Earth's orbit around the sun and bodies of water that make up the Earth.

For SEL, students will develop social awareness, demonstrate responsible decision making skills and self-awareness, and build relationship skills.

Math   Reading Comprehension   Foundational Reading   Writing   Social Studies   Science   SEL
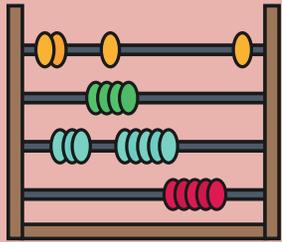
Math

Students will interpret a fraction as division of the numerator by the denominator. They will solve word problems involving division of whole numbers.

5.NF.B.3

Students will use symbols in numerical expressions and evaluate expressions with symbols.

5.OA.A.1

Students will apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

5.NF.B.4

Students will write out simple formulas that require calculation and interpret formulas without having to calculate them.

5.OA.A.2

Students will interpret the product as parts of a partition as the result of a sequence of operations. (e.g., use a visual fraction model to show (2/3) x 4 = 3/8 and create a story context for this equation).

5.NF.B.4.A

Students will generate two numerical patterns using two given rules, identify relationships between corresponding terms, form ordered pairs consisting of corresponding terms, and graph the ordered pairs.

5.OA.B.3

Students will 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.

5.NF.B.4.B

Students will interpret multiplication as resizing by comparing the size of the product to the size of one factor on the basis of the size of the other factor.

5.NF.B.5, 5.NF.B.5.A

Students will solve real world problems involving division of fractions by non-zero whole numbers and division of whole numbers by unit fractions.

5.NF.B.7.C

Students will explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number.

5.NF.B.5.B

Students will Make a line plot to display a data set of measurements in fractions and use operations on fractions to solve problems involving information presented in line plots.

5.MD.B.2

Students will solve real world problems involving multiplication of fractions and mixed numbers.

5.NF.B.6

Students will recognize volume as an attribute of solid figures and understand concepts of volume measurement.

5.MD.C.3

Students will apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

5.NF.B.7

Students will use a pair of perpendicular lines to define a coordinate system with the intersection of the lines arranged to coincide with the 0 on each line and a given point in the plane located by using coordinates.

5.GA.1

Students will interpret division of a fraction by a whole number to solve.

5.NF.B.7.A, B

Students will represent real world and mathematical problems by graphing points and interpreting coordinate values of points.

5.G.A.2

Reading Comprehension

Students will explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.8

Students will accurately quote from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.1

Students will integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.9

Students will determine two or more main ideas of a text and explain how they are supported by key details and summarize a text.

RI.5.2

Students will read and comprehend informational texts such as social studies, science, and technical texts at the high end of grades 4-5 text complexity independently and proficiently.

RI.5.10

Students will 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.

RI.5.3

Students will summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.3

Students will draw on information from multiple print or digital sources to demonstrate the ability to locate an answer to a question quickly or solve a problem efficiently.

RI.5.7

"Reading is to the mind what exercise is to the body"

– Joseph Addison

Foundational Reading

Students will use context as a clue to the meaning of a word or phrase.

L.5.4.A

Students will use the relationship between particular words to better understand each of the words.

L.5.5.C

Students will use context to confirm or self-correct word recognition and understanding.

RF.5.4.C

Did you know?

Context clues are hints within a sentence that the reader can use to help define an unfamiliar word.

Writing

Students will write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.2

Students will introduce a topic clearly, provide a general observation and focus, and group related information logically. They will include formatting, illustrations, and multimedia when useful to aiding comprehension.

W.5.2.A

Students will develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2.B

Students will link ideas within and across categories of information using words, phrases, and clauses.

W.5.2.C

Students will use precise language and vocabulary to inform about or explain the topic.

W.5.2.D

Social Studies

Students will read the preamble to and sections of the Constitution. They will explain how these writings reflect political principles such as individual rights and responsibilities, equality, and the rule of general law.

5.T3.1

Students will conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.7

Students will explain how the framers of the Constitution divided and shared powers among three branches of government. They will describe the function of each branch and the system of checks and balances.

5.T3.2

Students will apply 5th grade level reading standards to informal texts (eg., "explain how an author uses reasons and evidence to support particular points in a text).

W.5.9.B

Students will describe the responsibilities of government at the federal, state, and local levels.

5.T3.3

Students will acquire and use 5th grade appropriate words and phrases.

L.5.6

Dailies Tip

Keeping a journal is a great way to express thoughts and practice writing skills! Encourage your child to pick out a fun journal and write as much as they can!

Students will analyze the significance of major issues debated by members of the Constitutional Convention.

5.T3.4

Students will explain that voting rights and property rights did not extend to women in the new Constitution.

5.T3.5

Students will describe British restrictions on trade and impressment.

5.T4.3.A

Students will read the Bill of Rights and explain the freedoms it guarantees, research the historical background of one of the first ten amendments, and make an argument using evidence for its inclusion in the Bill of Rights.

5.T3.6

Students will describe major battles and events of the War of 1812 including the role of the USS Constitution, the burning of the Capitol and the White Hosue, and the Battle of New Orleans.

5.T4.3.B

Students will identify the first three Presidents of the United States, summarize key developments during their time, and evaluate their leadership of the new nation.

5.T4.1

Students will locate cities and towns on a map of New England that played important roles in the development of the textiles and machinery industries in the 18th and 19th centuries.

5.T4.4

Students will evaluate the importance of the Louisiana Purchase and trace the expedition of Lewis and Clark.

5.T4.2

Students will explain 19th century conflicts between Native Peoples and national, state, and local governments over land ownership and rights to self-government.

5.T4.5

Students will describe causes of the War of 1812 and how events during the war contributed to a sense of American nationalism.

5.T4.3

Students will describe Shawnee leader Tecumseh's call for Native Peoples to unify in resistance to the taking of their land.

5.T4.5.A

Students will describe the Indian Removal Act which forced native communities to move from their ancestral lands to territories west of the Mississippi River.

5.T4.5.B

Students will explain that the sun is a star that appears larger and brighter than other stars because it is closer. They will understand that stars range greatly in their distance from Earth.

5-ESS1.A.1

Students will describe the Mashpee Revolt, a dispute over self-government in the Mashpee Indian district in Massachusetts.

5.T4.5.C

Students will represent data in graphical displays to reveal patterns of daily changes in lengths and direction of shadows, day and night, and the seasonal appearance of some stars in the sky.

5-ESS1-2

Students will describe the significance of the Trail of Tears for the Cherokee and other native communities in the Southwest.

5.T4.5.D

Students will explain that the orbits of Earth around the sun and the moon orbits around Earth. The rotation of Earth about an axis causes observable patterns including day and night.

5-ESS1.B.1

Science

Students will develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and atmosphere interact.

5-ESS2-1

Students will support an argument that differences in the brightness of the sun compared to other stars is due to their relative distance from Earth.

5-ESS1-1

Students will understand that the Earth's systems interact in multiple ways to affect Earth's surface materials and processes and that the ocean supports a variety of ecosystems and organisms.

ESS2.A.1

Students will describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of Earth's water.

5-ESS2-2

Students will understand that nearly all of Earth's available water is in the ocean, most fresh water is in glaciers or underground, and only a tiny fraction makes up streams, lakes, wetlands, and the atmosphere.

ESS2.C.1

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

5-ESS3-1

Students will describe how human activities in agriculture, industry, and everyday life impact the land, vegetation, streams, ocean, air, and even outer space.

ESS3.C.1

Dailies Activity

Explore daylight patterns by tracing your shadow with chalk at different times of the day. How does the shape and size of your shadow change throughout the day?

Social Emotional Learning

Students will develop social awareness by showing respect for our planet, appreciating diversity, and showing empathy toward others.

5.SOA.2,4,&5

Students will demonstrate responsible decision making skills by being a responsible citizen and helping when others are in need.

5.RDM.1,3

Students will demonstrate self-awareness by using their strengths to help others.

5.SA.3

Students will build relationship skills to help them maintain friendship groups and be a strong leader.

5.RS.1,2

5th Grade: Quarter 4 Overview

Math **Reading Comprehension** **Foundational Reading** **Writing** **Social Studies** **Science** **SEL**

In math, students will practice finding the volume of three dimensional shapes by filing solid figures with unit cubes and applying formulas to solve real world problems.

For reading comprehension, students will compare and contrast details in two or more texts. They will analyze multiple accounts of the same topic to note important similarities and differences in point of view.

Students will confidently and accurately read at a 5th grade level in foundational reading.

To practice writing, students will write opinion pieces. They will introduce the topic, provide logically ordered reasons for their opinion, and provide a conclusion statement. They will be able to summarize text read aloud, report on a topic, use visual displays to enhance the development of themes, and use formal English to task and situation.

In social studies, students will investigate events that led to the Civil War and the outcomes resulting from the war. They will describe challenges faced by African Americans and women throughout the 19th and 20th centuries.

Students will become engineers in science. They will explore problems that need to be solved and design solutions while communicating ideas to peers.

For SEL, students will build relationship skills to help them resolve conflict, develop responsible decision making skills to evaluate information, and practice setting long-term goals.

Math   Reading Comprehension   Foundational Reading   Writing   Social Studies   Science   SEL
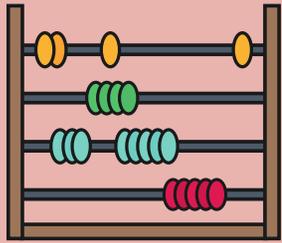
Math

Students will understand that a solid figure can be filled using unit cubes which can be used to measure volume.

5.MD.C.3.B

Students will convert different standard measurement units (eg., convert 5 cm to 0.5 m) and use these conversions to solve multi-step, real world problems.

5.MD.A.1

Students will measure volumes by counting unit cubes, using cubic centimeters, inches, feet, and improvised units.

5.MD.C.4

Students will recognize volume as an attribute of solid figures and understand concepts of volume measurement.

5.MD.C.3

Students will relate volume to the operations of multiplication and addition to solve real world and mathematical problems involving volume.

5.MD.C.5

Students will understand that a cube with a side length of 1 unit is called a "unit cube" and is considered to have one cubic unit of volume which can be used to measure volume.

5.MD.C.3.A

Students will 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.

5.MD.C.5.A

Students apply the formulas V = l x w and V = b x h to find volumes of right rectangular prisms with whole-number lengths to solve real world and mathematical problems.

5.MD.C.5.B

Students will compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

RI.5.5

Students will find volumes of solid figures composed of two non-overlapping right rectangular prisms to solve real world problems.

5.MD.C.5.C

Students will analyze multiple accounts of the same events or topic, noting important similarities and differences in the point of view they represent.

RI.5.6

Reading Comprehension

Foundational Reading

Students will compare and contrast two or more characters, settings, or events in a story or drama by drawing on specific details in the text.

RL.5.3

Students will read 5th grade level text with purpose and understanding.

RF.5.4.A

Students will compare and contrast stories in the same genre.

RL.5.9

"Today a reader, tomorrow a leader"

– Margaret Fuller

Writing

Students will provide a conclusion statement to the opinion presented.

W.5.1.D

Students will write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1

Students will summarize a written text read aloud or from information presented in diverse media and formats including visual, quantitative, or oral.

SL.5.2

Students will introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W.5.1.A

Students will report on a topic or present an opinion. They will sequence ideas logically and use appropriate facts and details to support main ideas, speak clearly, and at an understandable pace.

SL.5.4

Students will provide logically ordered reasons in their opinion piece that are supported by facts and details

W.5.1.B

Students will include multimedia components and visual displays in presentations to enhance the development of main ideas or themes.

SL.5.5

Students will link opinion and reasons using words, phrases, and clauses (eg., consequently, specifically).

W.5.1.C

Students will adapt speech to a variety of contexts and tasks, using formal English to task and situation.

SL.5.6

Social Studies

Students will describe the role of Abraham Lincoln in the development of the Republican Party and his actions as President during the Civil War.

5.T5.5

Students will trace the state-by-state abolition of slavery in northern states in the 18th and 19th centuries and the expansion of slavery into western states.

5.T5.1

Students will explain the consequences of the Emancipation Proclamation and the 13th, 14th, and 15th Amendments for the rights of African Americans.

5.T5.6

Students will identify the major reasons for the Civil War and the war's most important outcomes.

5.T5.2

Students will describe advocacy for women's right surrounding the passage of the 14th and 15th Amendments and its relationship to the later movement for women's rights.

5.T5.6.A

Students will explain the ideas and roles of some of the people of the pre-Civil War era who led the struggle against slavery and for voting and property rights for African Americans.

5.T5.3

Students will describe women's attainment of the right to vote with the passage of the 19th Amendment in 1920.

5.T5.6.B

Students will identify the major military leaders and battles of the Civil War.

5.T5.4

Students will describe the living conditions for African Americans following the Civil War including limited educational and economic opportunities.

5.T5.7

Students will research and analyze one of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding the civil rights of African Americans.

5.T5.8

Students will 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.

ETS1-2

Students will explain how the 20th century African American Civil Rights movement served as a model for other movements for civil rights.

5.T5.9

Students will understand that research should be carried out before designing a solution to a problem.

ETS1.B.1

Science

Students will understand that communicating with peers about proposed solutions is an important part of the design process.

ETS1.B.2

Students will define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

ETS1-1

Students will understand that tests are often designed to identify failure points which suggests the elements of the design that need to be improved.

ETS1.B.3

Students will understand that possible solutions to a problem are limited by available materials or resources and that the success of a solution is determined by considering the desired features of a solution.

ETS1.A.1

Students will plan and carry out tests in which variables are controlled and failure points are considered to identify aspects of a model that can be improved.

ETS1-3

Students will plan and carry out tests in which variables are controlled and failure points are considered to identify aspects of a model that can be improved.

ETS1.C.1

Students will learn best practices for handling broken promises.

5.MS.6

Social Emotional Learning

Students will understand the differences between short term and long term situations.

5.RDM.2

Students will understand the differences between conflict and bullying.

5.RS.3

Students will anticipate a situation and evaluate information.

5.RDM.4,5

Students will gain confidence in handling difficult conversations.

5.RS.4

Students will build skills to help them move forward from a situation.

5.RDM.6

Students will understand why bullies bully.

5.MS.2

Students will practice setting long-term goals.

5.SM.2