

**NEW HAVEN ELEMENTARY SCHOOL  
FIFTH GRADE LONG RANGE PLAN  
2016-2017**

**First Six Weeks Topics**

ELA  
(Reading,  
Writing,  
Language)

*Core  
Standards*

*Target  
Concepts*

Established Goals: (Standards)  
Read closely to make logical inferences and demonstrate understanding.

- \* 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.
- \* RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- \* 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.
- \* RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.
- \* RF.5.3(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.
- \* L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- \* L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- \* L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- \* W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- \* W.5.1a, 2.a: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting.
- \* 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.5.1(a): 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.5.1(b): Follow agreed-upon rules for discussions and carry out assigned roles.
- \* L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<p>Math</p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p>Math Practices:</p> <p>MP.1-Make sense of problems and persevere in solving them.</p> <p>MP.2-Reason abstractly and quantitatively.</p> <p>MP.3-Construct viable arguments and critique the reasoning of others.</p> <p>MP.4-Model with mathematics.</p> <p>MP.5-Use appropriate tools strategically.</p> <p>MP.6-Attend to precision.</p> <p>MP.7-Look for and make use of structure.</p> <p>MP.7-Look for and express regularity in repeated reasoning.</p> <p><i>Envision</i> Topic 1-Understand Place Value, Topic 2-Add and Subtract Decimals to Hundredths, and Topic 3-Fluently Multiply Multi-Digit Whole Numbers</p> <p>DOMAIN- Numbers and Operations in Base Ten</p> <p>5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p>5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>5.NBT.3a Read, write, and compare decimals to thousandths:</p> <p>a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>.</p> <p>5.NBT.3b Read, write, and compare decimals to thousandths:</p> <p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p>5.NBT.4 Use place value understanding to round decimals to any place.</p> <p>5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p>5.NBT.7 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.</p>
<p>Science</p> <p><i>Core Standards</i></p>	<p><b>Unit 1 Properties of Matter</b></p> <p>During this unit, students will work to become familiar with the tools of measurement used by scientists that enable them to characterize the materials they are working with and conduct experiments and investigations related to those materials.</p>

<p><i>Target Concepts</i></p>	<p>5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.  5-PS1-3. Make observations and measurements to identify materials based on their properties.  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.  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.  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> <p>Having used the first unit of study to engage in a variety of scientific practices to help students not only investigate and analyze phenomena related to physical properties and interactions, students and teacher will have also begun habits and procedures of conducting science, which will facilitate successful progressions in the following units.</p>
<p>Social Studies</p> <p>Skills and Concepts</p>	<p><b>Geography</b> (will be taught throughout the school year)  2.19 Students will recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of patterns on the Earth's surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs) <ol style="list-style-type: none"> <li>1. locate, in absolute or relative terms, major landforms and bodies of water in the United States</li> <li>2. locate and explain patterns on Earth's surface (e.g., how different factors such as rivers, mountains, and plains impact where human activities are located)</li> </ol> </li> <li>• investigate regions on the Earth's surface and analyze information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) <ol style="list-style-type: none"> <li>1. explain how places and regions in the U.S. are defined by their human characteristics (e.g., language, settlement patterns, religious beliefs) and physical characteristics (e.g., climate, landforms, bodies of water)</li> <li>2. locate and describe patterns of human settlement and explain how these patterns were influenced by the physical characteristics (e.g., climate, landforms, bodies of water) of places and regions in the United States</li> <li>3. investigate how advances in technology (e.g., dams, roads, air conditioning, irrigation) over time have allowed people to settle in places previously inaccessible in the United States</li> </ol> </li> <li>• investigate how humans modify the physical environment <ol style="list-style-type: none"> <li>1. describe how people modified the physical environment (e.g., dams, roads, bridges) to meet their needs during the</li> </ol> </li> </ul>

Skills and Concepts	<p>early settlement of the U.S.</p> <ol style="list-style-type: none"> <li>2. analyze how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) promoted and restricted human activities during the early settlement of the U.S.</li> <li>3. explain how different perspectives of individuals and groups impact decisions about the use of land (e.g., farming, industrial, residential, recreational) in the U.S.</li> </ol> <p><b>Cultures and Societies</b> (Various cultures/societies will be taught throughout the school year) Weeks 4-6 of school will focus on the Native Americans</p> <p>2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of culture and cultural elements (beliefs, traditions, languages, skills, literature, the arts) of diverse groups</li> </ul>
	<p><b>Second Six Weeks Topics</b> September 28 – November 6</p>
ELA (Reading, Writing, Language)	<p>Established Goals: (Standards)</p> <p>Compare and analyze text to synthesize information</p> <ul style="list-style-type: none"> <li>* 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.</li> <li>* RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>* RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgably.</li> </ul>

<p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<ul style="list-style-type: none"> <li>* RF.5.4: Read with sufficient accuracy and fluency to support comprehension.</li> <li>* RF.5.4(b): Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>* W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> <li>* W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> <li>* W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>* W.5.9: Draw evidence from literary and informational texts to support analysis, reflection, and research.</li> <li>* W.5.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</li> <li>* 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.</li> <li>* SL.5.1(c): Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>* SL.5.1(d): Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> <li>* L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>* L.5.1(a): Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>* L.5.1(b): Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses</li> </ul>
<p>Math</p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p>Math Practices:</p> <ul style="list-style-type: none"> <li>MP.1-Make sense of problems and persevere in solving them.</li> <li>MP.2-Reason abstractly and quantitatively.</li> <li>MP.3-Construct viable arguments and critique the reasoning of others.</li> <li>MP.4-Model with mathematics.</li> <li>MP.5-Use appropriate tools strategically.</li> <li>MP.6-Attend to precision.</li> <li>MP.7-Look for and make use of structure.</li> <li>MP.7-Look for and express regularity in repeated reasoning.</li> </ul>

	<p><i>Envision</i> Topic 4-Use Models and Strategies to Multiply Decimals, Topic 5-Use Models and Strategies to Divide Whole Numbers, and Topic 6-Use Models and Strategies to Divide Decimals</p> <p>DOMAIN- Numbers and Operations in Base Ten</p> <p>5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>5.NBT.6 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.</p> <p>5.NBT.7 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.</p>
<p>Science</p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p><b>Unit 2 Changes in Matter</b></p> <p>Having developed the tools and vocabulary necessary to identify, categorize, and describe matter based on its properties, fifth graders will continue into their second unit as they further investigate matter to determine whether matter loses weight during changes or whether mixing two or more substances can yield new substances.</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-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p> <p>3-5-ETS1-1., 3-5-ETS1-2., 3-5-ETS1-3. (Engineering Design)</p>
<p>Social Studies</p> <p>Skills and</p>	<p><b>Cultures and Societies</b> (Focusing on Explorers and Early Settlements)</p> <p>2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <p>2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p> <p>Students will</p>

Concepts	<ul style="list-style-type: none"> <li>• demonstrate an understanding of culture and cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts) of diverse groups             <ol style="list-style-type: none"> <li>1. investigate cultural similarities and differences of diverse groups (e.g., English, French, Spanish and Dutch colonists, West Africans) during the early development of the United States</li> <li>2. investigate factors that promoted cultural diversity in the history of the United States</li> </ol> </li> <li>• describe conflicts that occurred among and between diverse groups (e.g., Native Americans and the early explorers, Native Americans and the Colonists) during the settlement of the United States; explain the causes of these conflicts and the outcomes</li> </ul>
Skills and Concepts	<p><b>Historical Perspective</b> (will continue throughout the school year) These 6 weeks will focus on Explorers and the Early Settlements</p> <p>2.20 Students will understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources)             <ol style="list-style-type: none"> <li>1. investigate and chronologically describe major events in the United States history (e.g., using timelines, charts, fictional and report writing, role playing)</li> <li>2. explain and draw inferences about the importance of major events in United States history</li> <li>3. examine cause and effect relationships in the history of the United States; identify examples of multiple causes of major historical events</li> <li>4. explain reasons that individuals and groups explored and settled in the United States</li> </ol> </li> <li>• Use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental)</li> </ul>

	<p>1. examine factual and fictional accounts of significant historical events and people in United States history</p>
	<p><b>Third Six Weeks Topics</b> November 9 – December 18</p>
<p>ELA (Reading, Writing, Language)</p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p>Established Goals: (Standards)</p> <p>Draw inferences from multiple sources in order to write an argument.</p> <ul style="list-style-type: none"> <li>* RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>* RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>* 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.</li> <li>* RF.5.4: Read with sufficient accuracy and fluency to support comprehension.</li> <li>* RF.5.4(c): Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>* W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>* W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> <li>* W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>* SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> <li>* L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>* L.5.1(c): Use verb tense to convey various times, sequences, states, and conditions.</li> <li>* L.5.1(d): Recognize and correct inappropriate shifts in verb tense.</li> <li>* L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</li> <li>* L.5.4(c): Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>

<p>Math</p> <p>Core Standards</p> <p>Target Concepts</p>	<p>Math Practices:</p> <p>MP.1-Make sense of problems and persevere in solving them.</p> <p>MP.2-Reason abstractly and quantitatively.</p> <p>MP.3-Construct viable arguments and critique the reasoning of others.</p> <p>MP.4-Model with mathematics.</p> <p>MP.5-Use appropriate tools strategically.</p> <p>MP.6-Attend to precision.</p> <p>MP.7-Look for and make use of structure.</p> <p>MP.7-Look for and express regularity in repeated reasoning.</p> <p><i>Envision</i> Topic 7-Use Equivalent Fractions to Add and Subtract Fractions, Topic 8-Apply Understanding of Multiplication to Multiply Fractions, and Topic 9-Apply Understanding of Division to Divide Fractions</p> <p>DOMAIN-Number and Operations-Fractions</p> <p>5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, <math>\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}</math>. (In general, <math>\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}</math>)</p> <p>5.NF.2 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. For example, recognize an incorrect result <math>\frac{2}{5} + \frac{1}{2} = \frac{3}{7}</math>, by observing that <math>\frac{3}{7} &lt; \frac{1}{2}</math>.</p> <p>5.NF.3 Interpret a fraction as division of the numerator by the denominator (<math>\frac{a}{b} = a \div b</math>). 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. For example, interpret <math>\frac{3}{4}</math> as the result of dividing 3 by 4, noting that <math>\frac{3}{4}</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>\frac{3}{4}</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</p> <p>5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product <math>(\frac{a}{b}) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as a result of a sequence of operations <math>a \times q \div b</math>. For example, use a visual fraction model to show <math>(\frac{2}{3}) \times 4 = \frac{8}{3}</math>, and create a story context for this equation. Do the same with <math>(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}</math>. (In general, <math>(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}</math>.)</p> <p>5.NF.4b Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. 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</p>
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	<p>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</p> <p>5.NF.5a Interpret multiplication as scaling (resizing), by: a. 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.</p> <p>5.NF.5b Interpret multiplication as scaling (resizing), by: b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence <math>a/b = (n \times a)/(n \times b)</math> to the effect of multiplying <math>a/b</math> by 1.</p> <p>5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>5.NF.7abc Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. 1 1 Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for <math>(1/3)</math> divided by 4, and use a visual fraction model to show the quotient. Use relationships between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>. b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for <math>4 \div (1/5)</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>. c. 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. For example, how much chocolate will each person get if 3 people share <math>1/2</math> lb. of chocolate equally? How many <math>1/3</math> cup servings are in 2 cups of raisins?</p>
<p>Science</p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p><b>Unit 3 Matter and Energy Transformations in Ecosystems</b></p> <p>Having investigated matter and changes to matter, we now begin to follow those changes in. matter in terms of energy transfer. In this unit we look at the flow of energy in ecosystems, including energy in food and how all food energy originally came from the Sun's energy.</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>3-5-ETS1-3. (Engineering Design)</p>

<p>Social Studies</p> <p>Skills and Concepts</p>	<p><b><i>Cultures and Society</i> and Historical Perspective</b> (Focusing on the American Revolution)</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Describe conflicts that occurred among and between diverse groups (e.g., Native Americans and the colonists, the British Government and the English Colonists, Native Americans and the U.S. Government) during the settlement of the United States; explain the causes of these conflicts and the outcomes</li> <li>• Demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary tools)       <ol style="list-style-type: none"> <li>1. investigate and chronologically describe major events in United States history (e.g., using timelines, charts, fictional and report writing, role playing)</li> <li>2. explain and draw inferences about the importance of major events in United States history</li> <li>3. examine cause and effect relationships in the history of the United States; identify examples of multiple causes of major historical events</li> </ol> </li> <li>• use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental)       <ol style="list-style-type: none"> <li>1. examine factual and fictional accounts of significant historical events and people in United States history</li> </ol> </li> </ul> <p><b>Government and Civics</b></p> <p>2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations</p> <p>2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p>
<p>Skills and Concepts</p>	<p>Students will</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of government, using information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental)       <ol style="list-style-type: none"> <li>1. investigate the basic functions of the United States Government, as defined in the Preamble to the United States Constitution (e.g., establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, secure the blessings of liberty) and explain their significance today</li> <li>2. explain how democratic governments work to promote the "common good" (e.g., making, enacting, enforcing laws that protect rights and property of all citizens)</li> </ol> </li> <li>• describe the basic duties of the three branches of government (executive, legislative, judicial); explain why the framers of the U.S. Constitution felt it was important to establish a government with limited powers that are shared among</li> </ul>

	<p>different branches and different levels (e.g., local, state, federal)</p> <ul style="list-style-type: none"> <li>• analyze information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) to describe fundamental values and principles of American representative democracy (e.g., liberty, justice) found in the Declaration of Independence and the U.S. Constitution; explain their significance today</li> <li>• investigate the rights and responsibilities of U.S. citizens       <ol style="list-style-type: none"> <li>1. describe and give examples of specific rights guaranteed to all U.S. citizens in the Bill of Rights (e.g., freedom of religion, freedom of speech, freedom of press) and explain why they are important today</li> <li>2. describe some of the responsibilities U.S. citizens have in order for democratic governments to function effectively (e.g., voting, community service, paying taxes) and find examples of civic participation in current events/news (e.g., television, radio, articles, internet)</li> </ol> </li> </ul>
	<p><b>Fourth Six Weeks Topics</b> January 4 – February 12</p>
ELA	Established Goals: (Standards)

<p>(Reading, Writing, Language)</p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p>Explain relationships or interactions in a text and describe how point of view influences those interactions and events in order to write a narrative.</p> <ul style="list-style-type: none"> <li>* RL.5.6: Describe how a narrator’s or speaker’s point of view influences how events are described.</li> <li>* 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.</li> <li>* 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.</li> <li>* RF.5.4: Read with sufficient accuracy and fluency to support comprehension.</li> <li>* RF.5.4(a): Read on-level text with purpose and understanding.</li> <li>* W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>*W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>*W.5.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</li> </ul> <p>* 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> <p>* L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>* L.5.4(b): Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>-</p> <p>Opinion Writing</p>
<p>Math</p> <p><i>Core Standards</i></p>	<p>Math Practices:</p> <ul style="list-style-type: none"> <li>MP.1-Make sense of problems and persevere in solving them.</li> <li>MP.2-Reason abstractly and quantitatively.</li> <li>MP.3-Construct viable arguments and critique the reasoning of others.</li> <li>MP.4-Model with mathematics.</li> <li>MP.5-Use appropriate tools strategically.</li> <li>MP.6-Attend to precision.</li> <li>MP.7-Look for and make use of structure.</li> <li>MP.7-Look for and express regularity in repeated reasoning.</li> </ul>

<p><i>Target Concepts</i></p>	<p><i>Envision</i> Topic 10-Understand Volume Concepts, Topic 11-Convert Measurements, and Topic 12-Represent and Interpret Data</p> <p>DOMAIN-Measurement and Data</p> <p>5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p>5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations of fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p> <p>5.MD.3ab Recognize volume as an attribute of solid figures and understands concepts of volume measurement. a. 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. b. A solid figure which can be packed without gaps or overlaps using <math>n</math> unit cubes is said to have a volume of <math>n</math> cubic units.</p> <p>5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in., cubic ft., and improvised units.</p> <p>5.MD.5a Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. 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 procedures as volumes, e.g., to represent the associative property of multiplication.</p> <p>5.MD.5b Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. b. Apply the formulas <math>V=l \times w \times h</math> and <math>V=B \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number lengths in the context of solving real world and mathematical problems.</p> <p>5.MD.5c Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. c. 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.</p>
<p>Science</p> <p><i>Core Standards</i></p>	<p><b>Unit 4 Where is the Water?</b></p> <p>Having examined the different parts of the biosphere when studying ecosystems, students are already familiar with water and its place within animals and the environment. Students will further investigate the distribution of water in other Earth systems and identify the usable amounts and its location on Earth.</p> <p>5-ESS2-2. Describe and graph amounts and percentages of water and fresh water in various reservoirs to provide evidence</p>

<p><i>Target Concepts</i></p>	<p>about the distribution of water on Earth.  5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth 's resources and environment.  3-5-ETS1-1., 3-5-ETS1-3. (Engineering Design)</p>
<p>Social Studies</p> <p>Skills and Concepts</p> <p>Skills and Concepts</p>	<p><b>Economics</b>  2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding using information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) of the connection between resources, limited productive resources and scarcity <ol style="list-style-type: none"> <li>1. investigate different kinds of resources (e.g., natural, human, capital)</li> <li>2. explain how individuals and groups in the United States make economic decisions based upon limited productive resources (natural, human, capital) and give examples of how these decisions create interdependence between individuals, groups, and businesses</li> </ol> </li> <li>• demonstrate an understanding of how people deal with scarcity; explain the roles banks play in helping people deal with scarcity (e.g., loan money, save money, lines of credit, interest-bearing accounts)</li> <li>• demonstrate an understanding of markets <ol style="list-style-type: none"> <li>1. explain how goods and services are/were exchanged</li> <li>2. investigate and give examples of markets; explain how markets have changed over time during the history of the United States</li> </ol> </li> <li>• Use a variety of sources <ol style="list-style-type: none"> <li>1. investigate and trace (e.g., write, draw, chart, timeline) change over time in the production, distribution, and consumption of goods and services in the United States</li> <li>2. research specialization in the United States; explain how specialization promotes trade between individuals, groups and businesses in the United States and world; describe the impact of specialization on the production of goods in the United States</li> </ol> </li> </ul> <p><b>Historical Perspective (Civil War)</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the interpretive nature of history using a variety of tools (e.g., primary and secondary sources)</li> </ul>

	<ol style="list-style-type: none"> <li>1. investigate and chronologically describe major events in United States history (e.g., using timelines, charts, fictional and report writing, role playing)</li> <li>2. explain and draw inferences about the importance of major events in United States history</li> <li>3. examine cause and effect relationships in the history of the United States; identify examples of multiple causes of major historical events <ul style="list-style-type: none"> <li>• Use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) <ol style="list-style-type: none"> <li>1. examine factual and fictional accounts of significant historical events and people in United States history</li> </ol> </li> </ul> </li> </ol>
	<p><b>Fifth Six Weeks Topics</b> February 16 – March 25</p>
ELA	<p>Established Goals: (Standards) Apply knowledge of the overall structure of literary texts in order to develop a real or imagined experience or event.</p>

<p>(Reading, Writing, Language)</p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<ul style="list-style-type: none"> <li>* 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.</li> <li>* 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).</li> <li>* 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).</li> <li>* RF.5.4: Read with sufficient accuracy and fluency to support comprehension.</li> <li>* W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> <li>* W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>* W.5.9: Draw evidence from literary and informational texts to support analysis, reflection, and research.</li> <li>* W.5.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</li> <li>* SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>* L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>
<p>Math</p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p>Math Practices:</p> <ul style="list-style-type: none"> <li>MP.1-Make sense of problems and persevere in solving them.</li> <li>MP.2-Reason abstractly and quantitatively.</li> <li>MP.3-Construct viable arguments and critique the reasoning of others.</li> <li>MP.4-Model with mathematics.</li> <li>MP.5-Use appropriate tools strategically.</li> <li>MP.6-Attend to precision.</li> <li>MP.7-Look for and make use of structure.</li> <li>MP.7-Look for and express regularity in repeated reasoning.</li> </ul> <p><i>Envision Topic 13-Write and Interpret Numerical Expressions, Topic 14-Graph Points on the Coordinate Plane, and Topic 15-Algebra: Analyze Patterns and Relationships</i></p> <p>DOMAIN- Operations and Algebraic Thinking and Geometry</p>

	<p>5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8+7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum of product.</p> <p>5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms for two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and the given rule “Add 6” and the starting number 0, generate the terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</p> <p>5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <p>5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>
<p>Science</p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p><b>Unit 5 Earth Systems Interactions</b></p> <p>Having looked at interactions between plants and animals (including humans) on Earth and how water sources are found throughout Earth's different systems (atmosphere, hydrosphere, biosphere, geosphere), students will look to how these systems interact with one another.</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-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth 's resources and environment.</p> <p>3-5-ETS1-1., 3-5-ETS1-2., 3-5-ETS1-3. (Engineering Design)</p>
<p>Social Studies</p> <p>Skills and</p>	<p><b>Geography and Historical Perspective (Westward Expansion and Industrial Revolution)</b></p> <p>Students will</p>

<p>Concepts</p>	<ul style="list-style-type: none"> <li>• locate and describe patterns of human settlement and explain how these patterns were influenced by the physical characteristics (e.g., climate, landforms, bodies of water) of places and regions in the United States</li> <li>• investigate how advances in technology (e.g., dams, roads, air conditioning, irrigation) over time have allowed people to settle in places previously inaccessible in the United States</li> <li>• describe how people modified the physical environment (e.g., dams, roads, bridges) to meet their needs</li> <li>• analyze how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) promoted and restricted human activities</li> <li>• explain how different perspectives of individuals and groups impacted decisions about the use of land (e.g., farming, industrial, residential, recreational) in the United States</li> <li>• explore change over time (e.g., transportation, communication, education, technology, lifestyles, and conditions) in the United States</li> <li>• examine factual and fictional accounts of significant historical events and people in United States history</li> </ul>
	<p><b>Sixth Six Weeks Topics</b>  <b>March 28 – May</b></p>
<p>ELA  (Reading,  Writing,  Language)</p> <p><i>Core  Standards</i></p> <p><i>Target  Concepts</i></p>	<p>Established Goals: (Standards)</p> <p>Analyze how literary elements and perspectives shape 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>* 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>* RF.5.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>* W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>*W.5.6: With some guidance and support from adults, use technology, including, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.</p> <p>*W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>

	<p>* 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>* 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>* L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>* L.5.3(a): Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>* L.5.3(b): Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
<p>Math</p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p>Math Practices:</p> <p>MP.1-Make sense of problems and persevere in solving them.</p> <p>MP.2-Reason abstractly and quantitatively.</p> <p>MP.3-Construct viable arguments and critique the reasoning of others.</p> <p>MP.4-Model with mathematics.</p> <p>MP.5-Use appropriate tools strategically.</p> <p>MP.6-Attend to precision.</p> <p>MP.7-Look for and make use of structure.</p> <p>MP.7-Look for and express regularity in repeated reasoning.</p> <p><i>Envision Topic 16-Geometric Measurement: Classify Two-Dimensional Figures</i></p> <p>DOMAIN- Geometry</p> <p>5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p>5.G.4 Classify two-dimensional figures in a hierarchy based on properties.</p>
<p>Science</p> <p><i>Core Standards</i></p> <p><i>Target Concepts</i></p>	<p><b>Unit 6 Observable Patterns in the Earth, Sun, and Moon System</b></p> <p>Having developed an understanding that systems on Earth interact and affect other systems on Earth, the concept of interrelatedness will be applied on a larger scale to investigate the workings of the Earth, Sun, and Moon system.</p> <p>5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down. 5-ESSI-I. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.</p> <p>S-ESSI-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and</p>

	night, and the seasonal appearance of some stars in the night sky. 3-5-ETS1-3. (Engineering Design)
Social Studies  Skills and Concepts	<p><b>Cultures and Societies and Historical Perspective</b> (Immigration, 20<sup>th</sup> and 21<sup>st</sup> Century)</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• investigate cultural similarities and differences of diverse groups, immigrants of the 1800's, during the development of the United States</li> <li>• compare reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came/come to America</li> <li>• research influences/contributions of diverse groups to the culture (e.g., beliefs, traditions, literature, the arts) of the United States today</li> <li>• explore change over time (e.g., transportation, communication, education, technology, lifestyles, and conditions) in the United States</li> <li>• investigate the events surrounding patriotic symbols, songs, landmarks, (e.g., American flag, Statue of Liberty, the Star-Spangled Banner) and selected readings (e.g., Dr. Martin Luther King's speech: I Have a Dream) and explain their historical significance</li> <li>• investigate factors that promotes cultural diversity in the history of the United States</li> <li>• examine social institutions (e.g., family, religion, education, government economy) in the United States and their function</li> <li>• describe cause of conflicts between individuals and/or groups today and give examples of how to resolve them peacefully</li> <li>• investigate patterns across in United States history (e.g., major events/conflicts/culture; compare with major events/conflicts/culture to the present)</li> </ul>

<b>Resources</b>	<p>ELA: <i>Scott Foresman Reading Street, Benchmark Literacy, The Wheatley Portfolio</i> ELA Units.</p> <p>Math: <i>Envision Math</i></p> <p><i>Social Studies: History Alive</i> textbook, videos, articles, news, various primary and secondary sources</p> <p>Science: Kentucky Life Science textbook</p>
<b>Assessments</b>	<p>ELA: Unit Assessments in <i>Scott Foresman Reading Street</i> and/or <i>Benchmark Literacy</i>, Fluency Checks, Dolch Sight Word Checks, Teacher Checklists, Rubrics, STAR Reading</p>

	Math: <i>Envision Math</i> Chapter Assessments, Timed Tests, Exit Slips Social Studies: Unit assessments, exit slips, quizzes, projects Science: Formative assessments used through questioning, observing, classwork, experiments, projects and homework. Summative assessments given in the middle and at the end of a complete unit.
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\*Plans are subject to change to best meet the needs of students, planning, events, and/or weather circumstances.