

FIFTH GRADE CURRICULUM MAP - Updated August 2019	QTR1	QTR2	QTR3	QTR 4
<b>RELIGION</b>				
<b>Worship</b>				
Create and engages in liturgies and para-liturgies.				
<b>Prayer</b>				
Interpret prayers, psalms and hymns in reflective words and gestures.				
Write prayers.				
Select prayers to lead class with prayer.				
<b>Sacrament</b>				
Compare/contrast the meaning of sacrament and sacramental.				
Demonstrate the meaning and purpose of symbols for the sacraments.				
Students will define the Rite of Christian Initiation of Adults (RCIA) and relate it to the Sacraments of Initiation.				
Identify sacramentals for use on their classroom prayer table.				
<b>Scripture</b>				
Relate New Testament stories to their own life stories.				
Explain parables of the Kingdom of God.				
Apply meaning to the passages studied in Old and New Testament.				
<b>Doctrine</b>				
Define Trinity as the central mystery of Christian faith.				
Describe Jesus' life from the Incarnation to the Ascension.				
Describe the Church as the People of God and the Bride of Christ.				
Recognize that God works in us through the reception of the sacraments.				
Research the lives of the saints, especially St. Paul Mikki, St. Andrew Dung-Lac, and St. Peter Claver.				
Describe the Catholic Social teaching principle of "option for the poor" as a mandate to put the needs of the poor and vulnerable in our society first.				
<b>Service</b>				
Develop diverse service projects to understand and meet the needs of people in the students' own neighborhoods and around the world.				
<b>Evangelization</b>				

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Participate in the living out of the corporal works of mercy as way to spread God's love on this earth.				
<b>Family Life</b>				
Show respect to each other when working in pairs and small groups.				
<b>LANGUAGE ARTS</b>				
<b>Reading Literary Text</b>				
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.				
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.				
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).				
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.				
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.				
Describe how a narrator's or speaker's point of view influences how events are described.				
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).				
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.				
Read and analyze parables from the New Testament as a literary form. (SMOS)				
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.				
<b>Reading Informational Text</b>				

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Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.				
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.				
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.				
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.				
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.				
Analyze and draw on information from multiple accounts and types of sources on the same topic to note differences and similarities in point of view, answer questions, solve problems, and integrate information from several texts to demonstrate comprehension of a subject.				
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).				
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.				
Research the lives of St Paul Mikki, St. Andrew Dung-Lac, and St. Peter Claver with special emphasis on the use of primary sources. (SMOS)				
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.				
<b>Reading Foundations</b>				
Know and apply grade-level phonics and word analysis skills in decoding words.				
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.				
Read with sufficient accuracy and fluency to support comprehension.				

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Read grade-level text with purpose and understanding.				
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.				
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				
<b>Writing</b>				
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Provide logically ordered reasons that are supported by facts and details.				
Provide a concluding statement or section related to the opinion presented.				
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.				
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.				
Use precise language and domain-specific vocabulary to inform about or explain the topic.				
Provide a concluding statement or section related to the information or explanation presented.				
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.				
Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.				
Use a variety of transitional words, phrases, and clauses to manage the sequence of events.				
Use concrete words and phrases and sensory details to convey experiences and events precisely.				

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Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including gr. 5 on p. 29.)				
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.				
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.				
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.				
Draw evidence from literary or informational texts to support analysis, reflection, and research.				
Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).				
Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how				
Uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).				
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
<b>Speaking and Listening</b>				
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				

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Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.				
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.				
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.				
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)				
<b>Language</b>				
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				
Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i> ) verb tenses.				
Use verb tense to convey various times, sequences, states, and conditions.				
Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i> ).				
Demonstrate command of the conventions of standard English usage, capitalization, punctuation, and spelling when writing.				
Use underlining, quotation marks, or italics to indicate titles of works.				
Spell grade-appropriate words correctly, consulting references as needed.				
Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.				
Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.				
<b>Vocabulary</b>				

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Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.				
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.				
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ).				
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.				
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
Interpret figurative language, including similes and metaphors, in context.				
Recognize and explain the meaning of common idioms, adages, and proverbs.				
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.				
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ).				
<b>MATHMATICS</b>				
<b>Operations and Algebraic Thinking</b>				
Write and interpret numerical expressions.				
Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.				

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Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>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 or product.</i>				
Analyze patterns and relationships.				
Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate 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.</i>				
<b>Number and Operations in Base Ten</b>				
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.				
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.				
Read, write, and compare decimals to thousandths.				
Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .				
Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.				
Use place value understanding to round decimals to any place.				
Perform operations with multi-digit whole numbers and with decimals to hundredths.				
Fluently multiply multi-digit whole numbers using the standard algorithm.				



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Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.				
Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.				
<b>Number and Operation in Fractions</b>				
Use equivalent fractions as a strategy to add and subtract fractions.				
Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i>				
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. <i>For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</i>				
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.				

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Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>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>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?</i>				
Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.				
Interpret the product $(a/b) \times q$ as $a$ parts of a partition of $q$ into $b$ equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$ . <i>For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</i>				
Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.				
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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.				
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 $a/b = (n \times a)/(n \times b)$ to the effect of multiplying $a/b$ by 1.				

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Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.				
Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. ( <sup>1</sup> 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.)				
Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for <math>(1/3) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>.</i>				
Interpret division of a whole number by a unit fraction, and compute such quotients. <i>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>.</i>				
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. <i>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?</i>				
<b>Measurement and Data</b>				
Convert like measurement units within a given measurement system.				
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.				
Represent and interpret data.				

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Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>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.</i>				
<b>Geometry</b>				
Recognize volume as an attribute of solid figures and understand concepts of volume measurement.				
A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.				
A solid figure which can be packed without gaps or overlaps using $n$ unit cubes is said to have a volume of $n$ cubic units.				
Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.				
Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.				
Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.				
Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.				
Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.				
Classify two-dimensional figures into categories based on their properties.				

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Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>				
Classify two-dimensional figures in a hierarchy based on properties.				
<b>Measurement and Data</b>				
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).				
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.				
<b>SOCIAL STUDIES</b>				
<b>Documents Shaping Constitutional Democracy</b>				
Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.				
Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.				
Apply the principles of the Bill of Rights to historical time periods being studied and to current events.				
Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.				
Describe the character traits and civic attitudes of significant individuals from 1800 – 2000.				

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Recognize and explain the significance of national symbols associated with historical events and time periods being studied.				
<b>Governance Systems</b>				
Explain how the purpose and role of government have been debated across historical time periods to current times.				
Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from 1800 – 2000.				
Distinguish between powers and functions of local, state and national government in the past and present.				
<b>History</b>				
Outline the territorial expansion of the United States.				
Describe the impact of migration on immigrants and the United States c. 1800-2000.				
Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans from c. 1800 – 2000.				
Identify and describe the contributions of significant individuals from 1800 – 2000, (e.g., Presidents, William Lloyd Garrison, Harriet Tubman, Frederick Douglass, Harriet Beecher Stowe, John Brown, Susan B. Anthony, Elizabeth C. Stanton, Robert E. Lee, Jefferson Davis, Alexander G. Bell, Crazy Horse, Sitting Bull, Andrew Carnegie, Jane Adams, Nelson D. Rockefeller, Mark Twain, Thomas Edison, Booker T. Washington, George W. Carver, W.E.B. Du Bois, Eleanor Roosevelt, Henry Ford, the Wright brothers, Al Capone, Charles Lindbergh, Lewis Hine, Neil Armstrong, Martin Luther King Jr., Rosa Parks, etc.)				
Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000 including: Amendments to the Constitution, Reconstruction, The Industrial Revolution, The Gilded Age, Progressive Era Reforms, Women’s Suffrage, The New Deal, The Civil Rights Movement, the Women’s Movement, and others. etc.				
Investigate the causes and consequences of westward expansion, including the Texas and the Mexican War, Oregon Territory, California Gold Rush.				

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Identify political, economic and social causes and consequences of the Civil War and Reconstruction.				
Identify political, economic, and social causes and consequences of the Great Depression.				
Identify political, economic, and social causes and consequences of World War I and WWII on the United States.				
<b>Economics</b>				
Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.				
Explain the factors, past and present, that influence changes in our nation's economy (technology, movement of people, resources, etc.).				
Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.				
<b>Geographical Studies</b>				
Use geographic research sources to acquire and process information to answer questions and solve problems.				
Construct maps for relevant social studies topics.				
Name and locate specific regions, river systems and mountain ranges in the United States based on historical or current topics.				
Locate and describe real places, using absolute and relative location.				
Describe and analyze physical characteristics of the nation, such as climate, topography, relationship to water and ecosystems.				
Describe and analyze diverse human characteristics of the nation, such as people's education, language, economies, religions, settlement patterns, ethnic background and political system.				
Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.				
Evaluate how changes in communication and transportation technologies affect people's lives.				

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Describe different regions in the United States and analyze how their characteristics affect people who live there. (history, economy, governance, society, and today's culture).				
Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed. (e.g., physical processes that continue to reshape the earth).				
Use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.				
<b>People, Groups, and Cultures</b>				
Compare cultural characteristics across historical time periods in the U.S. post 1800 (e.g., language, celebrations, customs, holidays, artistic expression, food, dress, & traditions).				
Describe the cultural impact of migration on the immigrants and the United States c. 1800-2000.				
Evaluate constructive processes or methods for resolving conflicts.				
Research stories and songs that reflect the cultural history of the United States c. 1800-2000.				
Students will analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.				
Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.				
<b>Tools of Social Studies Inquiry</b>				
Identify, select, analyze, evaluate, and use resources to create a product of social science inquiry with guidance and support as needed.				
Evaluate and use artifacts to share information on social studies topics (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).				
Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas (such as maps, graphs, statistical data, timelines, cartoons, charts and diagrams).				



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Create and present products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding on social studies topics.				
Explain how facts and opinions affect point of view and/or bias in social studies topics.				
Identify, research, and defend a point of view/position on a social studies topic.				
Conduct and present research to an audience using appropriate sources.				
Generate compelling research questions about a social studies topic.				
Apply a research process to investigate a compelling social studies' question.				
Students will evaluate and use appropriate resources for investigating a compelling social studies question.				
Conduct and present research on a social studies question to an audience, using appropriate sources.				
<b>SCIENCE</b>				
<b>Life</b>				
Defend the claim that plants get the materials they need for growth mainly from air and water.				
Create a project to describe the movement of matter among plants, animals, decomposers, and the environment.				
<b>Physical</b>				
Develop a project to describe that matter is made of particles too small to be seen, such as air expanding a balloon or beach ball.				
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.				
Students will use observation and measurement to identify materials based on their scientific properties.				
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Investigate whether mixing two substances will create a new substance.				
Defend the claim that the gravitational force exerted by Earth is directed down toward the center of the Earth.				
Construct a model to show the energy an animal gets from its food was once energy from the sun.				
<b>Earth</b>				
Defend a claim that the brightness of the sun and stars is due to their relative distance from Earth.				
Create graphs to show patterns of daily changes such as day and night, directions of shadows, “and positions of the moon”.				
Give an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.				
Describe and graph the distribution of saltwater and freshwater on Earth.				
Explore ways communities use science to protect natural resources.				
<b>Human Anatomy</b>				
Identify the parts of the cardiovascular system and how it functions.				