

WORLD HISTORY & GEOGRAPHY				
GEOGRAPHY		Weeks 1-3	Weeks 4-6	Weeks 7-9
<b>WH-1A. Spatial Sense</b> (Working with maps, globes, & other geographic tools)	<p><b>SPATIAL SENSE</b></p> <ul style="list-style-type: none"> <li>○ Read maps and globes using longitude and latitude, coordinates, degrees.</li> <li>○ Tropic of Cancer and Tropic of Capricorn: relation to seasons and temperature</li> <li>○ Climate zones: Arctic, Tropic, Temperate</li> <li>○ Time zones (review from Grade 4): Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line)</li> <li>○ Arctic Circle (imaginary lines and boundaries) and Antarctic Circle</li> <li>○ From a round globe to a flat map: Mercator projection, conic and plane projections</li> </ul> <p>Review as necessary map-reading skills and concepts, as well as geographic terms, from previous grades, including:</p> <ul style="list-style-type: none"> <li>○ Understand that maps have keys or legends with symbols and their uses.</li> <li>○ Find directions on a map: east, west, north, south.</li> <li>○ Identify major oceans: Pacific, Atlantic, Indian, Arctic.</li> <li>○ Locate continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.</li> <li>○ Locate: the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles.</li> <li>○ Measure straight-line distances using a bar scale.</li> <li>○ Use an atlas and, if available, on-line sources to find geographic information.</li> <li>○ Measure distances using map scales</li> <li>○ Read maps and globes using longitude and latitude, coordinates, degrees</li> <li>○ Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line)</li> <li>○ Relief maps: elevations and depressions</li> </ul>			
<b>WH-1B. Great Lakes</b>	<p><b>GREAT LAKES OF THE WORLD</b></p> <ul style="list-style-type: none"> <li>○ Eurasia: Caspian Sea</li> <li>○ Asia: Aral Sea</li> <li>○ Africa: Victoria, Tanganyika, Chad</li> <li>○ North America: Superior, Huron, Michigan</li> <li>○ South America: Maracaibo, Titicaca</li> </ul>			
MESO-AMERICAN CIVILIZATIONS		Weeks 1-3	Weeks 4-6	Weeks 7-9
<b>General:</b>	Discuss with students: How do we know about these ancient civilizations? (through archaeological findings; ancient artifacts and writings; writings by European missionaries and conquerors, etc.)			

WH-2A. Geography	<p>GEOGRAPHY</p> <ul style="list-style-type: none"> <li>○ Identify and locate Central America and South America on maps and globes. <ul style="list-style-type: none"> <li>● Largest countries in South America: Brazil and Argentina</li> </ul> </li> <li>○ Amazon River</li> <li>○ Andes Mountains</li> </ul>			
WH-2B. Maya, Inca, & Aztec	<p>MAYA, INCA, AND AZTEC CIVILIZATIONS</p> <ul style="list-style-type: none"> <li>○ The Mayas <ul style="list-style-type: none"> <li>● Ancient Mayas lived in what is now southern Mexico and parts of Central America; their descendants still live there today.</li> <li>● Accomplishments as architects and artisans: pyramids and temples</li> <li>● Development of a system of hieroglyphic writing</li> <li>● Knowledge of astronomy and mathematics; development of a 365-day calendar; early use of concept of zero</li> </ul> </li> <li>○ The Aztecs <ul style="list-style-type: none"> <li>● A warrior culture, at its height in the 1400's and early 1500's, the Aztecepire covered much of what is now central Mexico.</li> <li>● The island of Tenochtitlan: aqueducts, massive temples, etc.</li> <li>● Moctezuma (also spelled Montezuma)</li> <li>● Ruler-priests; practice of human sacrifice</li> </ul> </li> <li>○ The Inca <ul style="list-style-type: none"> <li>● Ruled an empire stretching along the Pacific coast of South America</li> <li>● Built great cities (Machu Picchu, Cuzco) high in Andes, connected by a system of roads</li> </ul> </li> </ul>			
WH-2C. Spanish Conquerors	<p>SPANISH CONQUERORS</p> <ul style="list-style-type: none"> <li>○ Conquistadors: Cortés and Pizzaro <ul style="list-style-type: none"> <li>● Advantage of Spanish weapons (guns, cannons)</li> <li>● Diseases devastate native peoples</li> </ul> </li> </ul>			
<b>EUROPEAN EXPLORATION, TRADE, &amp; THE CLASS OF CULTURES</b>		<b>Weeks 1-3</b>	<b>Weeks 4-6</b>	<b>Weeks 7-9</b>
General:	Use timelines to place these people and events in context of students' previous studies (especially in Grade 3) of early exploration and settlement of North America. Review Grade 3 curriculum to use familiar topics as foundation upon which to build knowledge of new topics.			
WH-3A. Background	<p>BACKGROUND</p> <ul style="list-style-type: none"> <li>○ Beginning in the 1400's Europeans set forth in a great wave of exploration and trade.</li> <li>○ European motivations <ul style="list-style-type: none"> <li>● Muslims controlled many trade routes.</li> <li>● Profit through trade in goods such as gold, silver, silks, sugar, and spices</li> <li>● Spread of Christianity: missionaries, Bartolomé de las Casas speaks out against enslavement and mistreatment of native peoples</li> </ul> </li> </ul>			

WH-3A. Background (continued)	<ul style="list-style-type: none"> <li>○ Geography of the spice trade           <ul style="list-style-type: none"> <li>● The Moluccas, also called the “Spice Islands”: part of the present-day Indonesia</li> <li>● Locate: the region known as Indochina, the Malay Peninsula, the Philippines</li> <li>● Definition of “archipelago”</li> <li>● “Ring of Fire”: earthquakes and volcanic activity</li> </ul> </li> </ul>			
WH-3B. Exploration & Trade	<p>EUROPEAN EXPLORATION, TRADE, AND COLONIZATION</p> <ul style="list-style-type: none"> <li>○ Portugal           <ul style="list-style-type: none"> <li>● Prince Henry the Navigator, exploration of the West African Coast</li> <li>● Vasco de Gama: spice trade with India, exploration of East Africa</li> <li>● Portuguese conquer East African Swahili city-states</li> <li>● Cabral claims Brazil</li> </ul> </li> <li>○ Spain           <ul style="list-style-type: none"> <li>● Two worlds meet: Christopher Columbus and the Tainos</li> <li>● Treaty of Tordesillas between Portugal and Spain</li> <li>● Magellan crosses the Pacific, one of his ships returns to Spain, making the first round-the-world voyage</li> <li>● Balboa reaches the Pacific</li> </ul> </li> <li>○ England and France           <ul style="list-style-type: none"> <li>● Search for Northwest Passage (review from grade 3)</li> <li>● Colonies in North America and West Indies</li> <li>● Trading posts in India</li> </ul> </li> <li>○ Holland (The Netherlands)           <ul style="list-style-type: none"> <li>● The Dutch take over Portuguese trade routes and colonies in Africa and the East Indies</li> <li>● The Dutch in South Africa, Cape Town</li> <li>● The Dutch in North America: New Netherland (review from gr. 3), later lost to England</li> </ul> </li> </ul>			
WH-3C. Trade & Slavery	<p>TRADE AND SLAVERY</p> <ul style="list-style-type: none"> <li>○ The sugar trade           <ul style="list-style-type: none"> <li>● African slaves on Portuguese sugar plantations on islands off West African coast, such as São Tomé</li> <li>● Sugar plantations on Caribbean Islands</li> <li>● West Indies: Cuba, Puerto Rico, Bahamas, Dominican Republic, Haiti, Jamaica</li> </ul> </li> <li>○ Transatlantic slave trade: the “triangular trade” from Europe to Africa to colonies in the Caribbean and the Americas           <ul style="list-style-type: none"> <li>● The “Slave Coast” in West Africa</li> <li>● The Middle Passage</li> </ul> </li> </ul>			

THE RENAISSANCE AND THE REFORMATION		Weeks 1-3	Weeks 4-6	Weeks 7-9
WH-4A. Renaissance	<p>THE RENAISSANCE</p> <ul style="list-style-type: none"> <li>○ Islamic scholars translate Greek works and so help preserve classical civilization.</li> <li>○ A “rebirth” of ideas from ancient Greece and Rome</li> <li>○ New trade and new wealth</li> <li>○ Italian city states: Venice, Florence, Rome</li> <li>○ Patrons of the arts and learning <ul style="list-style-type: none"> <li>● The Medici Family and Florence</li> <li>● The Popes and Rome</li> </ul> </li> <li>○ Leonardo da Vinci, Michelangelo</li> <li>○ Renaissance ideals / values as embodied in <i>The Courtier</i> by Castiglione: “Renaissance man”</li> <li>○ <i>The Prince</i> by Machiavelli: real- world politics</li> </ul>			
WH-4B. Reformation	<p>THE REFORMATION</p> <ul style="list-style-type: none"> <li>○ Gutenberg’s printing press: the Bible made widely available</li> <li>○ The Protestant Reformation <ul style="list-style-type: none"> <li>● Martin Luther and the 95 Theses</li> <li>● John Calvin</li> </ul> </li> <li>○ The Counter-Reformation</li> <li>○ Copernicus and Galileo: Conflicts between science and the church <ul style="list-style-type: none"> <li>● Ptolemaic (earth-centered) vs. sun-centered models of the universe</li> </ul> </li> </ul>			
ENGLAND FROM THE GOLDEN AGE TO THE GLORIOUS REVOLUTION		Weeks 1-3	Weeks 4-6	Weeks 7-9
WH-5A. England in Golden Age	<p>ENGLAND IN THE GOLDEN AGE</p> <ul style="list-style-type: none"> <li>○ Henry VIII and the Church of England</li> <li>○ Elizabeth I</li> <li>○ British naval dominance <ul style="list-style-type: none"> <li>● Defeat of the Spanish Armada</li> <li>● Sir Francis Drake</li> <li>● British exploration and North American settlements</li> </ul> </li> </ul>			
WH-5B. English Revolution to Glorious Revolution	<p>FROM THE ENGLISH REVOLUTION TO THE GLORIOUS REVOLUTION</p> <ul style="list-style-type: none"> <li>○ The English Revolution <ul style="list-style-type: none"> <li>● King Charles I, Puritans and Parliament</li> <li>● Civil War: Cavaliers and Roundheads</li> <li>● Execution of Charles I</li> <li>● Olivier Cromwell and the Puritan regime</li> <li>● The Restoration (1660): Charles II restored to the English throne, many Puritans leave England for America</li> </ul> </li> <li>○ The “Glorious Revolution” (also called the Bloodless Revolution) <ul style="list-style-type: none"> <li>● King James II replaced by William and Mary</li> <li>● Bill of Rights: parliament limits the power of the monarchy</li> </ul> </li> </ul>			

RUSSIA: EARLY GROWTH & EXPANSION		Weeks 1-3	Weeks 4-6	Weeks 7-9
WH-6A. History & Culture	<p>HISTORY AND CULTURE</p> <ul style="list-style-type: none"> <li>○ Russia as successor to Byzantine Empire: Moscow as new center of Eastern Orthodox Church and of Byzantine culture (after the fall of Constantinople in 1453)</li> <li>○ Ivan III (the Great), czar (from the Latin “Caesar”)</li> <li>○ Iran IV (the Terrible)</li> <li>○ Peter the Great: modernizing and “Westernizing” Russia</li> <li>○ Catherine the Great               <ul style="list-style-type: none"> <li>● Reforms of Peter and Catherine make life even harder for peasants</li> </ul> </li> </ul>			
WH-6B. Geography	<p>GEOGRAPHY</p> <ul style="list-style-type: none"> <li>○ Moscow and St. Petersburg</li> <li>○ Ural Mountains, Siberia, steppes</li> <li>○ Volga and Don Rivers</li> <li>○ Black, Caspian, and Baltic Seas</li> <li>○ Search for a warm-water port</li> </ul>			
FEUDAL JAPAN		Weeks 1-3	Weeks 4-6	Weeks 7-9
WH-7A. History & Culture	<p>HISTORY AND CULTURE</p> <ul style="list-style-type: none"> <li>○ Emperor as nominal leader, but real power in the hands of shoguns</li> <li>○ Samurai, code of Bushido</li> <li>○ Rigid class system in feudal Japanese society</li> <li>○ Japan closed to outsiders</li> <li>○ Religion               <ul style="list-style-type: none"> <li>● Buddhism: the four Noble Truths and the Eightfold Path, Nirvana</li> <li>● Shintoism: reverence for ancestors, reverence for nature, <i>kami</i></li> </ul> </li> </ul>			
WH-7B. Geography	<p>GEOGRAPHY</p> <ul style="list-style-type: none"> <li>○ Pacific Ocean, Sea of Japan</li> <li>○ Four main islands: Hokkaido, Honshu (largest), Shikoku, Kyushu</li> <li>○ Tokyo</li> <li>○ Typhoons, earthquakes</li> <li>○ The Pacific Rim</li> </ul>			
AMERICAN HISTORY & GEOGRAPHY				
WESTWARD EXPANSION		Weeks 1-3	Weeks 4-6	Weeks 7-9
General:	Guidelines for study of Westward Expansion are divided into two parts, with Part A focusing on decades before Civil War, and Part B focusing on years after Civil War. A single unit on Westward Expansion may be taught, or divide studies with a unit on the Civil War (see WH-2)			

AH-1A. Before Civil War	<p>WESTWARD EXPANSION BEFORE THE CIVIL WAR</p> <ul style="list-style-type: none"> <li>○ Early exploration of the west: <ul style="list-style-type: none"> <li>● Daniel Boone, Cumberland Gap, Wilderness Trail</li> <li>● Lewis and Clark, Sacagawea</li> <li>● “Mountain men,” fur trade</li> <li>● Zebulon Pike, Pike’s Peak</li> </ul> </li> <li>○ Pioneers <ul style="list-style-type: none"> <li>● Getting there in wagon trains, flatboats, steamboats</li> <li>● Many pioneers set out from St. Louis (where the Missouri and Mississippi Rivers meet).</li> <li>● Land routes: Sante Fe Trail and Oregon Trail</li> <li>● Mormons (Latter-day Saints) settle in Utah, Brigham Young, Great Salt Lake</li> <li>● Gold Rush, ‘49ers</li> </ul> </li> <li>○ Geography <ul style="list-style-type: none"> <li>● Erie Canal connecting the Hudson River and Lake Erie</li> <li>● Rivers: James, Hudson, St. Lawrence, Mississippi, Missouri, Ohio, Columbia, Rio Grande</li> <li>● Appalachian and Rocky Mountains</li> <li>● Great Plains stretching from Canada to Mexico</li> <li>● Continental Divide and the flow of rivers: east of Rockies to the Arctic or Atlantic Oceans, west of Rockies to the Pacific Ocean</li> </ul> </li> <li>○ Indian resistance <ul style="list-style-type: none"> <li>● More and more settlers move onto Indian lands, treaties made and broken</li> <li>● Tecumseh (Shawnee): attempted to unite tribes in defending their land</li> <li>● Battle of Tippecanoe</li> <li>● Osceola, Seminole leader</li> </ul> </li> <li>○ “Manifest Destiny” and conflict with Mexico <ul style="list-style-type: none"> <li>● The meaning of “manifest destiny”</li> <li>● Early settlement of Texas: Stephen Austin</li> <li>● General Antonio Lopez de Santa Anna</li> <li>● Battle of the Alamo (“Remember the Alamo”), Dave Crockett, Jim Bowie</li> </ul> </li> <li>○ The Mexican War <ul style="list-style-type: none"> <li>● General Zachary Taylor (“Old Rough and Ready”)</li> <li>● Some Americans strongly oppose the war, Henry David Thoreau’s “Civil Disobedience”</li> <li>● Mexican lands ceded to the United States (California, Nevada, Utah, parts of Colorado, New Mexico, Arizona)</li> </ul> </li> </ul>			
AH-1B. After Civil War	<p>WESTWARD EXPANSION AFTER THE CIVIL WAR</p> <ul style="list-style-type: none"> <li>○ Homestead Act (1862), many thousands of American and immigrants start farms in the west</li> <li>○ “Go west, young man” (Horace Greeley’s advice)</li> <li>○ Railroads, Transcontinental Railroad links east and west, immigrant labor</li> <li>○ Cowboys, cattle drives</li> <li>○ The “wild west,” reality versus legend: Billy the kid, Jesse James, Annie Oakley, Buffalo Bill</li> <li>○ “Buffalo Soldiers,” African American troops in the West</li> <li>○ U.S. purchases Alaska from Russia, “Seward’s folly”</li> <li>○ 1890: the closing of the American frontier (as acknowledged in the U.S. Census), the symbolic significance of the frontier</li> </ul>			

THE CIVIL WAR: CAUSES, CONFLICTS, AND CONSEQUENCES		Weeks 1-3	Weeks 4-6	Weeks 7-9
AH-2A. Toward Civil War	<p>TOWARD THE CIVIL WAR</p> <ul style="list-style-type: none"> <li>○ Abolitionists: William Lloyd Garrison and <i>The Liberator</i>, Frederick Douglass</li> <li>○ Slave life and rebellions</li> <li>○ Industrial North versus agricultural South</li> <li>○ Maxon-Dixon Line</li> <li>○ Controversy over whether to allow slavery in territories and new states               <ul style="list-style-type: none"> <li>● Missouri Compromise of 1820</li> <li>● Dred Scott decision allows slavery in the territories</li> </ul> </li> <li>○ Importance of Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i></li> <li>○ John Brown, Harper's Ferry</li> <li>○ Lincoln: "A house divided against itself cannot stand."               <ul style="list-style-type: none"> <li>● Lincoln-Douglas debates</li> <li>● Lincoln elected president, Southern states secede</li> </ul> </li> </ul>			
AH-2B. Civil War	<p>THE CIVIL WAR</p> <ul style="list-style-type: none"> <li>○ Fort Sumter</li> <li>○ Confederacy, Jefferson Davis</li> <li>○ Yankees and Rebels, Blue and Gray</li> <li>○ First Battle of Bull Run</li> <li>○ Robert E. Lee and Ulysses S. Grant</li> <li>○ General Stonewall Jackson</li> <li>○ Ironclad ships, battle of the USS <i>Monitor</i> and the CSS <i>Virginia</i> (formerly the USS <i>Merrimack</i>)</li> <li>○ Battle of Antietam Creek</li> <li>○ The Emancipation Proclamation</li> <li>○ Gettysburg and the Gettysburg Address</li> <li>○ African-American troops, Massachusetts Regiment led by Colonel Shaw</li> <li>○ Sherman's march to the sea, burning of Atlanta</li> <li>○ Lincoln re-elected, concluding words of the Second inaugural Address ("With malice toward none, with charity for all...")</li> <li>○ Richmond (Confederate capital) falls to Union forces</li> <li>○ Surrender at Appomattox</li> <li>○ Assassination of Lincoln by John Wilkes Booth</li> </ul>			
AH-2C. Reconstruction	<p>RECONSTRUCTION</p> <ul style="list-style-type: none"> <li>○ The South in ruins</li> <li>○ Struggle for control of the South, Radical Republicans vs. Andrew Johnson, impeachment</li> <li>○ Carpetbaggers and scalawags</li> <li>○ Freedmen's Bureau, "40 acres and a mule"</li> <li>○ 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution</li> <li>○ Black Codes, the Ku Klux Klan and "vigilante justice"</li> <li>○ End of Reconstruction, Compromise of 1877, all federal troops removed from the South</li> </ul>			

NATIVE AMERICANS: CULTURES & CONFLICTS		Weeks 1-3	Weeks 4-6	Weeks 7-9
AH-3A. Culture & Life	<p>CULTURE AND LIFE</p> <ul style="list-style-type: none"> <li>○ Great Basin and Plateau (for example, Shoshone, Ute, Nez Perce)</li> <li>○ Northern and Southern Plains (for example, Arapaho, Cheyenne, Lakota [Sioux], Shoshone, Blackfoot, Crow)</li> <li>○ Extermination of buffalo (review from grade 2)</li> <li>○ Pacific Northwest (for example, Chinook, Kwakiutl, Yakima)</li> </ul>			
AH-3B. Gov't Policies	<p>AMERICAN GOVERNMENT POLICIES</p> <ul style="list-style-type: none"> <li>○ Bureau of Indian Affairs</li> <li>○ Forced removal to reservations</li> <li>○ Attempts to break down tribal life, assimilation policies Carlisle School</li> </ul>			
AH-3C. Conflicts	<p>CONFLICTS</p> <ul style="list-style-type: none"> <li>○ Sand Creek Massacre</li> <li>○ Little Big Horn: Crazy Horse, Sitting Bull, Custer's Last Stand</li> <li>○ Wounded Knee <ul style="list-style-type: none"> <li>● Ghost Dance</li> </ul> </li> </ul>			
U.S. GEOGRAPHY		Weeks 1-3	Weeks 4-6	Weeks 7-9
AH-4. Geography	<ul style="list-style-type: none"> <li>● Locate: Western Hemisphere, North American, Caribbean Sea, Gulf of Mexico</li> <li>● The Gulf Stream, how it affects climate</li> <li>● Regions and their characteristics: New England, Mid-Atlantic, South, Midwest, Great Plains, Southwest, West, Pacific Northwest</li> <li>● Fifty states and capitals</li> </ul>			



CONVENTIONS OF STANDARD ENGLISH		Weeks 1-3	Weeks 4-6	Weeks 7-9
<b>Language Standard 1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>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.</li> <li>Use verb tense to convey various times, sequences, states, and conditions.</li> <li>Recognize and correct inappropriate shifts in verb tense.*</li> <li>Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</li> </ol>			
<b>Language Standard 2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Use punctuation to separate items in a series.*</li> <li>Use a comma to separate an introductory element from the rest of the sentence.</li> <li>Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>) and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> <li>Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol>			
KNOWLEDGE OF LANGUAGE		Weeks 1-3	Weeks 4-6	Weeks 7-9
<b>Language Standard 3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> <li>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ol>			

VOCABULARY ACQUISITION AND USE		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p><b>Language Standard 4:</b>                      Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>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.</p> <ol style="list-style-type: none"> <li>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>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>).</li> <li>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> </ol>			
<p><b>Language Standard 5:</b>                      Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figurative language, including similes and metaphors, in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ol>	<p><b>5A: Similes/Metaphors:</b>                      HM-Eng Unit 8 (Personal Narr) p. 312 + H-11</p> <p><b>5C: Syn/Ant: Open Court Sp/Vocab book: Unit 4-2</b></p>		<p><b>5C: Scholastic Syn+Ant in Action: pgs. 14-18</b></p>
<p><b>Language Standard 6:</b>                      Acquire &amp; use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, &amp; listening at the college /career readiness level; demonstrate independence in gathering vocab knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>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>).</p>		<p>OpenCourt: "Night the Revolution Began" – examples in context</p> <p>OC Comp + Lang Skills Unit 4 Lesson 2</p>	

OPERATIONS & ALGEBRAIC THINKING (5.OA)		Weeks 1-3	Weeks 4-6	Weeks 7-9
Write and interpret numerical expressions.	1.	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.		
	2.	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.	3.	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>		
NUMBERS & OPERATIONS IN BASE TEN (5.NBT)		Weeks 1-3	Weeks 4-6	Weeks 7-9
Understand the place value system.	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.		
	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.		
	3.	Read, write, and compare decimals to thousandths.		
	3a.	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e/g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .		
	3b.	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.		
	4.	Use place value understanding to round decimals to any place.		

Perform operations with multi-digit whole numbers and with decimals to hundredths.	5.	Fluently multiply multi-digit whole numbers using the standard algorithm.			
	6.	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, properties of operations, and/or relationship between multiplication and division. Illustrate and explain calculation by using equations, rectangular arrays, and/or area models.			
	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.			
<b>NUMBERS &amp; OPERATIONS: FRACTIONS (5.NF)</b>			<b>Weeks 1-3</b>	<b>Weeks 4-6</b>	<b>Weeks 7-9</b>
Use equivalent fractions as a strategy to add and subtract fractions.	1.	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>\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>.)</i>			
	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 numbers sense of fractions to estimate mentally and assess the reasonableness of answers. <i>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>.</i>			
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	3.	Interpret a fraction as division of the numerator by the denominator ( $\frac{a}{b} = a \div b$ ). 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>\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?</i>			
	4.	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.			
	4a.	Interpret the product $(\frac{a}{b}) \times q$ 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>(\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>.)</i>			
	4b.	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.			

Apply and extend previous understandings of multiplication and division to multiply and divide fractions (continued).	5a.	Interpret multiplication as scaling (resizing), by: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.			
	5b.	Interpret multiplication as scaling (resizing), by: 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.			
	6.	Solve real world problems involving multiplication of fractions and mixed number, e.g., by using visual fraction models or equations to represent the problem.			
	7.	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.			
	7a.	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>			
	7b.	Interpret division of a whole number by 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>			
	7c.	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>			

MEASUREMENT & DATA (5.MD)		Weeks 1-3	Weeks 4-6	Weeks 7-9
Convert like units w/in given measurement system	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 conversations in solving multi-step, real world problems.			
Represent and interpret data.	2. 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 I 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>			
Geometric measurement: understand concept of volume and relate volume to multiplication and addition.	3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.			
	3a. 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.			
	3b. 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.			
	4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.			
	5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.			
	5a. 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.			
	5b. 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.			
	5c. 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.			

GEOMETRY (5.G)		Weeks 1-3	Weeks 4-6	Weeks 7-9
Graph points on the coordinate plane to solve real-world and mathematical problems.	1.	Use a pair of perpendicular numbers 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).		
	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.		
Classify two-dimensional figures into categories based on their properties.	3.	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>		
	4.	Classify two-dimensional figures in a hierarchy based on properties.		

**NOTES related to strategies/activities to support mathematical practices:**

<b>Mathematical Practices</b> <i>Applicable to Math K-12</i>	<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>			
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KEY IDEAS & DETAILS		Weeks 1-3	Weeks 4-6	Weeks 7-9
<b>Reading Standard 1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Literature			
	Informational			
<b>Reading Standard 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Literature			
	Informational			
<b>Reading Standard 3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Literature			
	Informational			



CRAFT & STRUCTURE		Weeks 1-3	Weeks 4-6	Weeks 7-9
<b>Reading Standard 4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Literature			
	Informational			
<b>Reading Standard 5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Literature			
	Informational			
<b>Reading Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text.	Literature			
	Informational			

Integration of Knowledge and Ideas		Weeks 1-3	Weeks 4-6	Weeks 7-9
<b>Reading Standard 7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	<b>Literature</b> 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).			
	<b>Informational</b> 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.			
<b>Reading Standard 8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<b>Lit</b> (Not applicable to literature)			
	<b>Informational</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).			
<b>Reading Standard 9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<b>Literature</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.			
	<b>Informational</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.			

Range of Reading and Level of Text Complexity			Weeks 1-3	Weeks 4-6	Weeks 7-9
<b>Reading Standard 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.	Literature	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.			
	Informational	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.			
FOUNDATIONAL SKILLS			Weeks 1-3	Weeks 4-6	Weeks 7-9
<b>Phonics &amp; Word Recognition</b>	3.	Know and apply grade-level phonics and word analysis skills in decoding words.			
	3a.	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.			
<b>Fluency</b>	4.	Read with sufficient accuracy and fluency to support comprehension.			
	4a.	Read on-level text with purpose and understanding.			
	4b.	Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.			
	4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			

CLASSIFYING LIVING THINGS		Weeks 1-3	Weeks 4-6	Weeks 7-9
Discuss: Why do we classify? How does classification help us understand the natural world?				
1. Classifying Living Things	Scientists have divided living things into five large groups called kingdoms, as follows: <ul style="list-style-type: none"> <li>o Plant</li> <li>o Animal</li> <li>o Fungus (mushrooms, yeast, mold, mildew)</li> <li>o Protist (algae, protozoans, amoeba, euglena)</li> <li>o Moneran (bacteria, blue-green algae)</li> </ul>			
	Each kingdom is divided into smaller groupings as follows: Kingdom → Phylum → Class → Order → Family → Genus → Species → (Variety)			
	When classifying living things, scientists use special names made up of Latin words (or words made to sound like Latin words), which help scientists around the world understand each other and ensure that they are using the same names for the same living things. <ul style="list-style-type: none"> <li>o <i>Homo sapiens</i>: the scientific name for the species to which human beings belong <ul style="list-style-type: none"> <li>• (genus <i>Homo</i>, species <i>sapiens</i>)</li> </ul> </li> <li>o Taxonomists: biologists who specialize in classification</li> </ul>			
	Different classes of vertebrates and major characteristics: <ul style="list-style-type: none"> <li>o fish, amphibians, reptiles, birds, mammals (review from grade 3)</li> </ul>			
	Introduce an example of how an animal is classified, in order for students to become familiar with the system of classification, not to memorize specific names. For example, a collie dog is classified as follows: <ul style="list-style-type: none"> <li>o Kingdom: <i>Animalia</i></li> <li>o Phylum: <i>Chordata</i> (Subphylum: Vertebrata)</li> <li>o Class: <i>Mammalia</i> (mammal)</li> <li>o Order: <i>Carnivora</i> (eats meat)</li> <li>o Family: <i>Canidae</i> (a group with doglike characteristics)</li> <li>o Genus: <i>Canis</i> (a coyote, wolf, or dog)</li> <li>o Species: <i>familiaris</i> (a domestic dog)</li> <li>o Variety: Collie</li> </ul>			
CELLS: STRUCTURES & PROCESSES		Weeks 1-3	Weeks 4-6	Weeks 7-9
2. Cell Structure & Process	All living things are made up of cells.			
	Structure of cells (both plant and animal) <ul style="list-style-type: none"> <li>o Cell membrane: selectively allows substance in and out</li> <li>o Nucleus: surrounded by nuclear membrane, contains genetic material, divides for reproduction</li> <li>o Cytoplasm contains organelles, small structures that carry out the chemical activities of the cell, including mitochondria (which produce the cell's energy) and vacuoles (which store food, water, or wastes)</li> </ul>			
	Plant cells, unlike animal cells, have cell walls and chloroplasts.			
	Cells without nuclei: monerans (bacteria)			

2. Cell Structures & Processes (continued)	Some organisms consist of only a single-cell: for example, amoeba, protozoans, some algae.			
	Cells are shaped differently in order to perform different functions. <ul style="list-style-type: none"> <li>In complex organisms, groups of cells form tissues (for example, in animals, skin tissue or muscle tissue; in plants, the skin of an onion or the bark of a tree).</li> <li>Tissues with similar functions form organs (for example, in some animals, the heart, stomach, or brain; in some plants, the root or flower).</li> <li>In complex organisms, organs work together in a system (recall, for example, from earlier studies of the human body, the digestive, circulatory, and respiratory systems).</li> </ul>			
<b>PLANT STRUCTURES &amp; PROCESSES</b>		<b>Weeks 1-3</b>	<b>Weeks 4-6</b>	<b>Weeks 7-9</b>
3A. Structure: Non-Vascular & Vascular Plants	Non-vascular plants (for example, algae)			
	Vascular plants <ul style="list-style-type: none"> <li>Vascular plants have tube-like structures that allow water and dissolved nutrients to move through the plant.</li> <li>Parts and functions of vascular plants: roots, stems and buds, leaves</li> </ul>			
3B. Photosynthesis	Photosynthesis is an important life process that occurs in plant cells, but not animal cells (photo = light; synthesis = putting together). Unlike animals, plants make their own food, through the process of photosynthesis.			
	Role in photosynthesis of: energy from sunlight, chlorophyll, carbon dioxide and water, xylem and phloem, stomata, oxygen, sugar (glucose)			
3C. Reproduction	Asexual reproduction <ul style="list-style-type: none"> <li>Example of algae</li> <li>Vegetative reproductions: runners (for example, strawberries) and bulbs (for example, onions), growing plants from eyes, buds, leaves, roots, and stems</li> </ul>			
	Sexual reproduction by spore-bearing plants (for example, mosses and ferns)			
	Sexual reproduction of non-flowering seed plants: conifers (for example, pines), male and female cones, wind pollination			
	Sexual reproduction of flowering plants (for example, peas) <ul style="list-style-type: none"> <li>Functions of sepals and petals, stamen (male), anther, pistil (female), ovary (or ovule)</li> <li>Process of seed and fruit production: pollen, wind, insect and bird pollination, fertilization, growth of ovary, mature fruit</li> <li>Seed germination and plant growth: seed coat, embryo and endosperm germination (sprouting of new plant), monocots (for example, corn) and dicots (for example, beans)</li> </ul>			

LIFE CYCLES & REPRODUCTION		Weeks 1-3	Weeks 4-6	Weeks 7-9
4A. Life Cycle & Reproduction	Life cycle: development of an organism from birth to growth, reproduction, death <ul style="list-style-type: none"> <li>Example: Growth stages of a human: embryo, fetus, newborn, infancy, childhood, adolescence, adulthood, old age</li> </ul>			
	All living things reproduce themselves. Reproduction may be asexual or sexual. <ul style="list-style-type: none"> <li>Examples of asexual reproduction: fission (splitting) of bacteria, spores from mildews, molds, and mushrooms, budding of yeast cells, regeneration and cloning</li> <li>Sexual reproduction requires the joining of special male and female cells, called gametes, to form a fertilized egg.</li> </ul>			
4B. Sexual Reproduction in Animals	Reproductive organs: testes (sperm) and ovaries (eggs)			
	External fertilization: spawning			
	Internal fertilization: birds, mammals			
	Development of the embryo: egg, zygote, embryo, growth in uterus, fetus, newborn			
THE HUMAN BODY		Weeks 1-3	Weeks 4-6	Weeks 7-9
5A. Human Adolescence	Puberty <ul style="list-style-type: none"> <li>Glands and hormones (see below, Endocrine System), growth spurt, hair growth, breasts, voice change</li> </ul>			
5B. Endocrine System	Human body has two types of glands: duct glands (such as salivary glands), and ductless glands, a.k.a. endocrine glands.			
	Endocrine glands secrete (give off) chemicals called hormones. Different hormones control different body processes.			
	Pituitary gland: located at bottom of brain, secretes hormones that control other glands/hormones that regulate growth			
	Thyroid gland: located below voice box, secretes hormone that controls rate at which the body burns and uses food.			
	Pancreas: both a duct and ductless gland, secretes a hormone called insulin that regulates insulin, a person has a sickness called diabetes (which can be controlled)			
	Adrenal glands: secrete a hormone called adrenaline, especially when a person is frightened or angry, causing rapid heartbeat and breathing			
5C. Reproductive System	Females: ovaries, fallopian tubes, uterus, vagina, menstruation			
	Males: testes, scrotum, penis, urethra, semen			
	Sexual reproduction: intercourse, fertilization, zygote, implantation of zygote in the uterus, pregnancy, embryo, fetus, newborn			

CHEMISTRY: MATTER & CHANGE		Weeks 1-3	Weeks 4-6	Weeks 7-9
6A. Atoms, Molecules, & Compounds	Basics of atomic structure: nucleus, protons (positive charge), neutrons (neutral), electrons (negative charge)			
	Atoms are constantly in motion, electrons move around nucleus in paths called shells (or energy levels).			
	Atoms may join together to form molecules and compounds.			
	Common compounds and their formulas: <ul style="list-style-type: none"> <li>Water H<sub>2</sub>O</li> <li>Salt NaCl</li> <li>Carbon Dioxide CO<sub>2</sub></li> </ul>			
6B. Elements	Elements have atoms of only one kind, having same number of protons. Little more than 100 different elements.			
	The Periodic Table: organized elements with common properties <ul style="list-style-type: none"> <li>Atomic symbol and atomic number</li> </ul>			
	Some well-known elements and their symbols: <ul style="list-style-type: none"> <li>Hydrogen H</li> <li>Helium He</li> <li>Carbon C</li> <li>Nitrogen N</li> <li>Oxygen O</li> <li>Sodium Na</li> <li>Aluminum Al</li> <li>Silicon Si</li> <li>Chlorine Cl</li> <li>Iron Fe</li> <li>Copper Cu</li> <li>Silver Ag</li> <li>Gold Au</li> </ul>			
	Two important categories of elements: metals and non-metals <ul style="list-style-type: none"> <li>Metals comprise about 2/3 of the known elements.</li> <li>Properties of metals: most are shiny, ductile, malleable, conductive</li> </ul>			
6C. Chemical & Physical Change	Chemical change changes what a molecule is made up of and results in a new substance with a new molecular structure. Examples of chemical change: rusting iron, burning of wood, milk turning sour			
	Physical change changes only the properties or appearance of the substance, but does not change what the substance is made up of. Examples of physical change: cutting wood or paper, breaking glass, freezing water			
	NOTE: Qualitative description and investigation of chemical change is sufficient at this grade level.			
SCIENCE BIOGRAPHIES		Weeks 1-3	Weeks 4-6	Weeks 7-9
7. Biographies	<ul style="list-style-type: none"> <li>Galileo</li> <li>Carl Linnaeus (Classifying Living Things)</li> <li>Ernest Just (Cells)</li> <li>Percy Lavon Julian (Human Body: Endocrine System)</li> </ul>			

COMPREHENSION AND COLLABORATION		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p><b>Standard 1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ol>			
<p><b>Standard 2:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>			
<p><b>Standard 3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>			
PRESENTATION OF KNOWLEDGE AND IDEAS		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p><b>Standard 4:</b> Present information, findings, and supporting evidence so listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main idea or themes; speak clearly at an understandable pace.</p>			
<p><b>Standard 5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas and themes.</p>			
<p><b>Standard 6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>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 pages 28 and 29 for specific expectations.)</p>			



TEXT TYPES AND PURPOSES		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p><b>Writing Standard 1:</b>                      Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	Write <b>opinion pieces</b> on topics or texts, supporting a point of view with reasons and information.			
	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.			
	Provide logically ordered reasons that are supported by facts and details.			
	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).			
	Provide a concluding statement or section related to the opinion presented.			
<p><b>Writing Standard 2:</b>                      Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	Write <b>informative/explanatory</b> 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.			
	Link ideas within and across categories of information using words, phrase, and clauses (e.g., in contrast, especially).			
	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.			

<b>Writing Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write <b>narratives</b> 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, phrase, and clauses to manage the sequence of events.			
	Use concrete words and phrases and sensory details to convey experiences and events precisely.			
	Provide a conclusion that follows from the narrated experiences or events.			
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>		<b>Weeks 1-3</b>	<b>Weeks 4-6</b>	<b>Weeks 7-9</b>
<b>Writing Standard 4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <i>(Grade-specific expectations for writing types are defined in standards 1-3 above.)</i>			
<b>Writing Standard 5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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 grade 5.)			
<b>Writing Standard 6:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.			

College & Career Ready Standards	<b>GRADE 5 WRITING: Content Map</b> Quarter 1 2 3 4 Teacher: _____	Content <i>(Specific text, chapter, lesson, etc.)</i>
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RESEARCH TO BUILD AND PRESENT KNOWLEDGE		Weeks 1-3	Weeks 4-6	Weeks 7-9
<b>Writing Standard 7:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			
<b>Writing Standard 8:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, provide a list of sources.			
<b>Writing Standard 9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.			
	Apply grade 5 Reading standards 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 grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).			
RESEARCH TO BUILD AND PRESENT KNOWLEDGE		Weeks 1-3	Weeks 4-6	Weeks 7-9
<b>Writing Standard 10:</b> 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 tasks, purposes, and audiences.	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.			