

Priority Standards, Skills or Topics SY 21-22

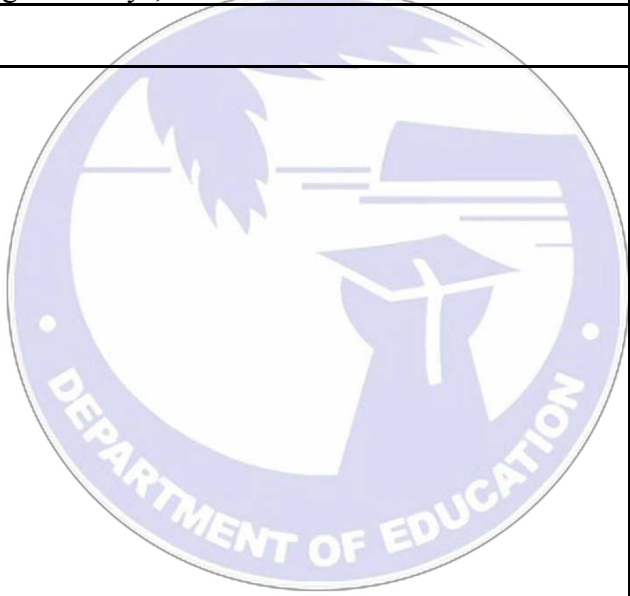
GRADE LEVEL: Fifth Grade

READING					
<i>Priority Standard, Skill, or Topic #1</i>	Duration	<i>Priority Standard, Skill, or Topic #2</i>	Duration	<i>Priority Standard, Skill, or Topic #3</i>	Duration
5.RL.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1 st Semester	5.RI.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	1 st Semester	5.RI.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	1 st Semester
<i>Priority Standard, Skill, or Topic #4</i>	Duration	<i>Priority Standard, Skill, or Topic #5</i>	Duration		Duration
5.RI.5 - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	2 nd Semester	5.RL.6: Describe how a narrator's or speaker's point of view influences how events are described.	2 nd Semester		
LANGUAGE					
Priority Standard, Skill, or Topic #1	Duration	Priority Standard, Skill, or Topic #2	Duration		
5.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b) Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c) Use verb tense to convey various times, sequences, states, and conditions. d) Recognize and correct inappropriate shifts in verb tense. e) Use correlative conjunctions (e.g., either/or, neither/nor).	1 st Semester	5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Use punctuation to separate items in a series. b) Use a comma to separate an introductory element from the rest of the sentence. c) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d) Use underlining, quotation marks, or italics to indicate titles of works	2 nd Semester		

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		<p>e) Spell grade-appropriate words correctly, consulting references as needed.</p>			
WRITING					
<p>5.W.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a) 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.</p> <p>b) Provide logically ordered reasons that are supported by facts and details.</p> <p>c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d) Provide a concluding statement or section related to the opinion presented.</p>	1 st Semester	<p>5.W.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a) 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.</p> <p>b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e) Provide a concluding statement or section related to the information or explanation presented.</p>	2 nd Semester		

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MATH					
Priority Standard, Skill, or Topic #1	Duration	Priority Standard, Skill, or Topic #2	Duration	Priority Standard, Skill, or Topic #3	Duration
5.NBT.5 - Fluently multiply multi-digit whole numbers using the standard algorithm.	1 st Semester	5.NBT.6 - Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, 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.	1 st Semester	5.OA.1 - Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	2 nd Semester
Priority Standard, Skill, or Topic #4	Duration				
5.NF.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. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)	2 nd Semester				

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SOCIAL STUDIES					
Priority Standard, Skill, or Topic #1	Duration	Priority Standard, Skill, or Topic #2	Duration	Priority Standard, Skill, or Topic #3	Duration
<p>5.3.1 - Use maps, globes, photographs, pictures, or tables to locate or recognize the following:</p> <ul style="list-style-type: none"> • Parallels of latitude and meridians of longitude • The seven continents and five oceans • The location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range <p>The water features important to the early history of the U.S.: Great Lakes, Mississippi River, Missouri River, Ohio River, Atlantic Ocean, Pacific Ocean, and the Gulf of Mexico</p> <ul style="list-style-type: none"> • Key geographic features on maps, diagrams, and/or photographs 	1 st Semester	<p>5.2.5 - Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey; what he found; and how his discoveries changed the image of the world, especially the maps used by explorers.</p> <p>EXAMPLE(S): Vasco Nuñez de Balboa, John and Sebastian Cabot, Jacques Cartier, Samuel de Champlain, Christopher Columbus, Henry Hudson, Ferdinand Magellan, Juan Ponce de Leon, Amerigo Vespucci.</p>	1 st Semester	<p>5.1.1: Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them.</p>	1 st Semester
Priority Standard, Skill, or Topic #4	Duration	Priority Standard, Skill, or Topic #5	Duration		
<p>5.2.8 - Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. EXAMPLE(S): Sugar Act (1764), Stamp Act (1765), Townsend Duties (1767), Tea Act (1773), the Intolerable Acts (1774); the slogan “no taxation without representation;” the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773).</p>	2 nd Semester	<p>5.2.9 - Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat.</p>	2 nd Semester		

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SCIENCE					
Unit #1-3	Duration	Unit #5-8	Duration		Duration
<p><u>The Sun, Planetary Systems, Earth's Atmosphere</u></p> <p>5-ESS1 Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.</p> <p>5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night and the seasonal appearance of some stars in the night sky.</p> <p>5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p>	<p>1st Semester</p>	<p><u>Properties of Matter, Mixing and Changing Matter, Matter and Energy Flow, Matter and Energy Flow in Ecosystems</u></p> <p>5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen.</p> <p>5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</p> <p>5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p> <p>5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.</p> <p>5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p>	<p>2nd Semester</p>		