

5th Grade: GCPS Core Curriculum Calendar for Scope and Sequence – 2010-2011

5 TH GRADE		
1 st Quarter (First Nine Weeks)		
<p align="center">MATHEMATICS</p> <p>AKS 1-19 Ongoing</p> <p><u>Unit 1 Number Sense</u></p> <p>20 classify counting numbers into subsets</p> <p>21 find multiples and factors</p> <p>22 use divisibility rules</p> <p><u>Unit 2 Decimals</u></p> <p>23 order and compare decimals (using <, >, or =)</p> <p>24 analyze effect on the product with a multiple of 10</p> <p>25 model \times/\div of decimals</p> <p>26 explain process of multiplication/division of whole numbers and decimals</p> <p>27 multiply/divide with decimals</p> <p>28 use words, pictures, and/or numbers to show that the relationships and rules for multiplication and division of whole numbers also applies to decimals</p>	<p align="center">SCIENCE</p> <p>AKS 1-7 Ongoing</p> <p><u>Classification Animals</u></p> <p>12) classify organisms to simplify the study of living things</p> <p>12a) explain why scientists use classification in the study of living things</p> <p>12b) compare similarities and differences in animals</p> <p>12b.1) group animals using pictures or actual specimens by observable characteristics (body covering, number of legs, wings, ears, color, size)</p> <p>12c) demonstrate how animals are sorted into groups (vertebrates, invertebrates) and how vertebrates are further sorted into groups (fish, amphibians, reptiles, birds, mammals)</p> <p><u>Plants</u></p> <p>12d) demonstrate how plants are sorted into groups</p> <p><u>Cells</u></p> <p>13) identify the cell as the building block of living organisms</p> <p>13a) use magnifiers (microscopes, hand lenses) to observe cells and their structure</p> <p>13b) compare and contrast animal cells and plant cells</p> <p>13b.1) identify parts of a plant cell (cell membrane, cell wall, cytoplasm, nucleus, chloroplasts) and explain the function of each</p> <p>13b.2) identify parts of an animal cell (cell membrane, cytoplasm, nucleus) and explain the function of each (GPS)</p> <p>13c) compare and contrast the structure and function of single-celled and multi-celled organisms</p> <p><u>Learned Behaviors vs Inherited Behaviors</u></p> <p>14) compare and contrast the characteristics of learned behaviors and inherited traits</p> <p>14a) recognize that offspring can resemble parents in inherited traits and learned behaviors</p> <p>14b) discuss what a gene is and the role genes play in the transfer of traits</p> <p>14c) explain the role of chromosomes in development</p>	<p align="center">SOCIAL STUDIES</p> <p>AKS 1-29 Ongoing</p> <p><u>Civil War</u></p> <p>30 explain the causes, major events and consequences of the Civil War</p> <p>31 locate important places in the United States associated with the Civil War</p> <p>32 explain the reasons for the spatial patterns of economic activities</p> <p>33 explain how a citizen's rights are protected under the U.S. Constitution and are related to the Civil War</p> <p><u>Reconstruction</u></p> <p>34 analyze the effects of Reconstruction on American life</p> <p><i>Note: Indicators of Achievement are taught with all AKS</i></p>
LANGUAGE ARTS		
<p align="center"><i>Genre: Narrative</i></p> <p><u>Listening/Speaking/Viewing:</u></p> <p>4 respond to comments and questions appropriately and with appropriate information</p> <p>8 listen to and view various forms of text and media to gather and share information, persuade others, and express and understand ideas</p> <p>10 shape information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members</p> <p>17 present speeches to inform, demonstrate, and entertain using increasingly complex sentence structures, multimedia, notes, and other memory</p> <p><u>Reading:</u></p> <p>21 theme refers to implied</p> <p>32 relate literature to historically/culturally</p> <p>38 analyze elements of setting, characterization, and conflict in plot</p> <p>39 analyze author's use of dialogue and description</p> <p>42 first person and third person points of view</p> <p>43 story development, author's purpose, and point of view</p> <p><u>Word Study:</u></p> <p>51 use knowledge of Greek and Latin roots to read new words and determine their meanings (super-, phobia-, chron)</p>	<p align="center"><i>Genre: Personal Narrative</i></p> <p><u>Writing:</u></p> <p>62 singular, plural, and possessive nouns</p> <p><u>Narrative:</u></p> <p>85 write ideas in story form with attention to beginning, sequence, main ideas, supporting details, significant of events, characters, point of view, conflict, and closing/clincher sentence</p> <p>86 use sensory details and concrete language to develop plot and character</p> <p>87 develop complex characters through actions describing the motivation of characters and character conversation</p> <p>88 use a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense</p> <p><u>Reference/Study Skills: No new AKS introduced</u></p>	

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5TH GRADE

2nd Quarter (Second Nine Weeks)

MATHEMATICS	SCIENCE	SOCIAL STUDIES
<p><u>Unit 3 Fractions</u> 29 represent division of whole numbers as $a/b = a \div b$ 30 represent multiplication/division of fractions by a fraction with a value equal to one 31 find equivalent fractions 32 model multiplication/division of fractions 33 find common denominators using models 34 compare fractions and justify 35 +/- fractions and mixed numbers</p> <p><u>Unit 4 Decimals/Fractions/ Percentages</u> 36 convert and use fractions and decimals interchangeably 37 analyze, explain and apply estimation with measurement, computation and problem solving 38 model percentages on 10 x 10 grid</p>	<p><u>Harmful/Beneficial Microorganisms</u> 1) (<i>new AKS</i>) analyze how microorganisms benefit or harm other organisms (GPS) 1a) (<i>new AKS</i>) identify beneficial microorganisms and explain why they are beneficial (GPS) 1b) (<i>new AKS</i>) identify harmful microorganisms and explain why they are harmful (GPS) 1c) (<i>new AKS</i>) determine the role of anti-bacterial agents that promote health and well-being</p> <p><u>Changes in the Earth's Surface</u> 8) analyze how surface features of the earth are caused by constructive and destructive processes (GPS, ITBS) 8a) identify and explain how surface features are caused by constructive processes such as deposition (deltas, sand dunes), earthquakes, volcanoes and faults (GPS) 8b) describe and illustrate surface features caused by destructive processes such as erosion (water, rivers, oceans, wind), weathering, impact of organisms, earthquakes and volcanoes (GPS) 8c) explain the role of technology and human intervention in the control of constructive and destructive processes including seismological studies, flood control, dams, levees, and storm drain management (GPS)</p>	<p><u>Reconstruction</u> 35 locate important places in the United States associated with Reconstruction 36 explain how a citizen's rights are protected under the U.S. Constitution and are related to Reconstruction 37 explain the process by which amendments to the U.S. Constitution are made 38 analyze the ways in which the influx of entrepreneurial northern businessmen affected Reconstruction</p> <p><u>Turn of the Century</u> 39 describe how life changed in America at the turn of the century 40 locate important places in the United States associated with the turn of the century 41 explain the reasons for the spatial patterns of economic activities 42 explain how a citizen's rights are protected under the U.S. Constitution and are related to turn of the century America 43 explain the process by which amendments to the U.S. Constitution are made 44 explain how amendments to the U.S. Constitution have maintained a representative democracy 45 explain the meaning of "e pluribus unum" and the reason it is the motto of the United States <i>Note: Indicators of Achievement are taught with all AKS</i></p>
LANGUAGE ARTS		
<i>Genre: Persuasion/Poetry</i>	<i>Genre: Persuasion</i>	
<p><u>Reading:</u> 45 cause and effect relationships 47 compare/contrast within/between texts and make perceptive and well-developed connections 2010-1 identify imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), refrain, rhythm, and flow when responding to literature</p> <p><u>Word Study:</u> 51 use knowledge of Greek and Latin roots to read new words and determine their meanings (mega-, -cracy, bio) 54 puns, jokes, palindromes 55 identify idioms and figurative phrases 56 distinguish between metaphors and similes</p>	<p><u>Writing:</u> 64 present, past, future, regular, and irregular verb tenses 66 use and recognize correct punctuation, including semicolons, apostrophes, and quotation marks 67 commas to punctuate compound, complex, and compound-complex sentences 69 colons in a business letter salutation, and between numbers in time 71 punctuation and format of a business letter</p> <p><u>Persuasive:</u> 93 state a clear position, support the position, and exclude unnecessary information 94 create an organizing structure appropriate to a specific purpose, audience, and context) 95 address reader concerns</p> <p><u>Reference/Study Skills: No new AKS introduced</u></p>	

5th Grade: GCPS Core Curriculum Calendar for Scope and Sequence – 2010-2011

5TH GRADE		3rd Quarter (Third Nine Weeks)	
<p style="text-align: center;">MATHEMATICS</p> <p>Unit 5 Measurement 42 estimate the area of plane figures 43 derive the formula for the area of a parallelogram 44 derive the formula for the area of a triangle 45 use formulas to determine area of polygons 46 find the area of polygons by subdividing and summing 47 derive and compute circumference with formula 48 estimate area of circle 49 derive formula for area of circle 51 compare units with capacity 52 use appropriate units to measure capacity 53 represent a cubic unit 54 identify units in computing volume 55 estimate volume of simple solids 56 derive and apply formula for volume of a cube and rect. prism with manipulatives 57 compute volume of a cube and rect. prism with a formula 58 analyze similarities and differences in volume and capacity</p>	<p style="text-align: center;">SCIENCE</p> <p>Sum of Parts 9) verify that an object is the sum of its parts 9a) demonstrate that the mass of an object is equal to the sum of its parts by manipulating and measuring different objects made of many parts 9b) investigate how common items have parts that are too small to be seen without magnification 9c) explain how magnification has changed what scientists could do historically and how improvements to magnification can help scientists in the future 9d) investigate ways scientists use magnification to solve problems</p> <p>Matter: Physical and Chemical Changes 10) distinguish between physical changes and chemical changes 10a) demonstrate examples of physical changes by manipulating common household/classroom items (tearing or cutting paper/aluminum foil) and separating mixtures 10b) recognize that the changes in state of water (vapor/steam, liquid, ice) are due to temperature differences and are examples of a physical change 10c) investigate the properties of a substance before, during and after a chemical reaction to find evidence of change</p>	<p style="text-align: center;">SOCIAL STUDIES</p> <p>World War I 46 describe U.S. involvement in World War I and post-World War I America 47 explain the role the United States played in World War I and how these experiences affected political, economic, military and lifestyle changes 48 define, map and explain the dispersion of the primary economic activities within the United States since the turn of the century 49 map and explain how the dispersion of global economic activities contributed to the United States emerging from World War I as a world power</p> <p>The Great Depression 50 explain how the Great Depression and New Deal affected the lives of millions of Americans 56 analyze the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity and price incentives to illustrate historical events 57 describe the functions of the three major institutions in the U.S. economy in each era of United States history 58 describe how consumers and businesses interact in the United States economy across time</p> <p>World War II 51 cite reasons for the American entry into World War II in Europe and the Pacific 52 locate important places associated with World War II including Pearl Harbor, the countries involved and the major battles 56 analyze the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity and price incentives to illustrate historical events</p> <p><i>Note: Indicators of Achievement are taught with all AKS</i></p>	
LANGUAGE ARTS			
<p style="text-align: center;"><i>Genre: Nonfiction</i></p> <p>Reading: 34 identify knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary) 37 identify organizational patterns (classification) 46 maps, graphs, charts, diagrams, captions, and illustrations</p> <p>Word Study: 51 use knowledge of Greek and Latin roots to read new words and determine their meanings (mono-, -ate, -ation, polis)</p>		<p style="text-align: center;"><i>Genre: Informational</i></p> <p>Writing: 61 use modifiers (words and prepositional phrases) correctly and recognize that a word performs different functions according to its position in the sentence 68 expand or reduce sentences by adding or deleting modifiers, phrases, or combining sentences</p> <p>Informational: 89 write an informational piece that is organized, uses appropriate facts and details, draws from a variety of resources and reflects the intended audience 90 develop a controlling idea that conveys a perspective on a subject 91 use a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote 92 utilize more than one source of information such as speakers, books, newspapers, and online resources</p> <p>Reference/Study Skills: 105 summarizing, paraphrasing, and plagiarizing</p>	

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5TH GRADE		4th Quarter (Fourth Nine Weeks)	
<p align="center">MATHEMATICS</p> <p><u>Unit 6 Geometry</u> 40 identify and analyze congruent figures 41 analyze and explain the relationship of circumference, diameter, and pi</p> <p><u>Unit 7 Algebra</u> 59 represent math relationships in formulas and equations 60 use variables for unknown quantities 61 investigate expressions 62 determine if a formula is reliable</p> <p><u>Unit 8 Data Analysis</u> 63 determine mean, (and previously learned range, mode, and median) 64 create and analyze circle graphs, line plot graphs, and line graphs (and previously learned pictographs, Venn diagrams, and bar graphs) 65 compare and contrast multiple graphic representations (such as line plot, bar, circle, line graphs, pictographs, and Venn diagrams) and analyze the advantages and disadvantages of each 39 apply percentages to circle graphs</p> <p>Preview 6th Grade</p>	<p align="center">SCIENCE</p> <p><u>Electricity and Magnetism</u></p> <p>11) investigate electricity and magnetism and their relationship to one another (GPS, ITBS) 11a) investigate current and static electricity (GPS) 11b) determine the necessary components for completing an electric circuit (GPS) 11c) demonstrate the difference between open and closed circuits and parallel and series circuits 11d) investigate common materials to determine if they are insulators or conductors (GPS) 11e) compare a bar magnet to an electromagnet (GPS) 11f) distinguish between permanent and temporary magnets 11g) demonstrate how magnetism is used to create a compass</p> <p>Extensions/Previewing Post CRCT</p>	<p align="center">SOCIAL STUDIES</p> <p><u>The Cold War</u> 53 discuss the origins and consequences of the Cold War 54 describe the importance of key people, events and developments between 1950-1975</p> <p><u>America Since 1975</u> 55 trace important developments in America since 1975 58 describe how consumers and businesses interact in the United States economy across time</p> <p><u>Personal Finance Post CRCT</u> 59 identify the elements of a personal budget and explain why personal spending and saving decisions are important</p> <p>Preview 6th Grade AKS 1-12 Map Skills</p> <p><i>Note: Indicators of Achievement are taught with all AKS</i></p>	
LANGUAGE ARTS			
<p align="center"><i>Genre: Drama/Response to Literature/Research</i></p> <p><u>Reading:</u> 24 analyze the structural elements to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) 25 similarities/differences between narrative and film/play</p> <p><u>Word Study:</u> 51 use knowledge of Greek and Latin roots to read new words and determine their meanings (hemi-, semi-, -ify, struct)</p>		<p align="center"><i>Genre: Drama/ Response to Literature/Research</i></p> <p><u>Writing:</u> 57 demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive) 58 create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell check)</p> <p><u>Response to Literature:</u> 96 advance a judgment that is interpretive, evaluative, or reflective 97 support judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge 98 develop interpretations that exhibit careful reading and demonstrate an understanding of the literary work</p> <p><u>Reference/Study Skills:</u> 102 organizational features of table of contents and bibliography 103 categorize and organize information using maps, webs and outlines 104 present reports, demonstrations, and projects 107 primary/secondary sources</p>	