

5<sup>th</sup> Grade: GCPS Core Curriculum Calendar for Scope and Sequence – 2011-2012

5<sup>TH</sup> GRADE

1<sup>st</sup> Quarter (First Nine Weeks)

MATHEMATICS	SCIENCE	SOCIAL STUDIES
<p>AKS 1-19 Ongoing  <b>Unit 1 Number Sense</b>                      20 classify counting numbers into subsets                      21 find multiples and factors                      22 use divisibility rules</p> <p><b>Unit 2 Decimals</b>                      23 order and compare decimals (using &lt;, &gt;, or =)                      24 analyze effect on the product with a multiple of 10                      25 multiply and divide decimals to hundredths                      26 explain process of multiplication/division of whole numbers and decimals                      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>AKS 1-7 Ongoing  <b>Classification Animals</b>                      12) classify organisms to simplify the study of living things                      12a) explain why scientists use classification in the study of living things                      12b) compare similarities and differences in animals                      12b.1) group animals using pictures or actual specimens by observable characteristics (body covering, number of legs, wings, ears, color, size)                      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><b>Plants</b>                      12d) demonstrate how plants are sorted into groups</p> <p><b>Cells</b>                      13) identify the cell as the building block of living organisms                      13a) use magnifiers (microscopes, hand lenses) to observe cells and their structure                      13b) compare and contrast animal cells and plant cells                      13b.1) identify parts of a plant cell (cell membrane, cell wall, cytoplasm, nucleus, chloroplasts) and explain the function of each                      13b.2) identify parts of an animal cell (cell membrane, cytoplasm, nucleus) and explain the function of each (GPS)                      13c) compare and contrast the structure and function of single-celled and multi-celled organisms</p> <p><b>Learned Behaviors vs Inherited Behaviors</b>                      14) compare and contrast the characteristics of learned behaviors and inherited traits                      14a) recognize that offspring can resemble parents in inherited traits and learned behaviors                      14b) discuss what a gene is and the role genes play in the transfer of traits                      14c) explain the role of chromosomes in development</p>	<p>AKS 1-29 Ongoing  <b>Civil War</b>                      30 explain the causes, major events and consequences of the Civil War                      31 locate important places in the United States associated with the Civil War                      32 explain the reasons for the spatial patterns of economic activities                      33 explain how a citizen's rights are protected under the U.S. Constitution and are related to the Civil War</p> <p><b>Reconstruction</b>                      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

<i>Genre: Narrative</i>	<i>Genre: Personal Narrative</i>
<p><b>Listening/Speaking/Viewing:</b>                      4 respond to comments and questions appropriately and with appropriate information                      8 listen to and view various forms of text and media to gather and share information, persuade others, and express and understand ideas                      10 shape information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members                      17 present speeches to inform, demonstrate, and entertain using increasingly complex sentence structures, multimedia, notes, and other memory</p> <p><b>Reading:</b>                      21 theme refers to implied                      32 relate literature to historically/culturally                      38 analyze elements of setting, characterization, and conflict in plot                      39 analyze author's use of dialogue and description                      42 first person and third person points of view                      43 story development, author's purpose, and point of view</p> <p><b>Word Study:</b>                      51 use knowledge of Greek and Latin roots to read new words and determine their meanings (super-, phobia-, chron)</p>	<p><b>Writing:</b>                      62 singular, plural, and possessive nouns</p> <p><b>Narrative:</b>                      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                      86 use sensory details and concrete language to develop plot and character                      87 develop complex characters through actions describing the motivation of characters and character conversation                      88 use a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense</p> <p><b>Reference/Study Skills: No new AKS introduced</b></p>

GWINNETT COMPREHENSIVE ASSESSMENT AND ACCOUNTABILITY SYSTEM (GCAAS)

Pretest 1      08/08/11 – 08/26/11  
 Interim 1     10/3/11 – 10/14/11

5<sup>th</sup> Grade: GCPS Core Curriculum Calendar for Scope and Sequence – 2011-2012

5<sup>TH</sup> GRADE

2<sup>nd</sup> Quarter (Second Nine Weeks)

MATHEMATICS	SCIENCE	SOCIAL STUDIES
<p><b><u>Unit 3 Fractions</u></b>                      29 represent division of whole numbers as <math>a/b = a \div b</math>                      30 represent multiplication/division of fractions by a fraction with a value equal to one                      32 model multiplication/division of fractions                      34 compare fractions and justify                      35 +/- fractions with unlike denominators</p> <p><b><u>Unit 4 Decimals/Fractions/ Percentages</u></b>                      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><b><u>Harmful/Beneficial Microorganisms</u></b>                      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><b><u>Changes in the Earth's Surface</u></b>                      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><b><u>Reconstruction</u></b>                      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><b><u>Turn of the Century</u></b>                      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</p> <p><i>Note: Indicators of Achievement are taught with all AKS</i></p>

LANGUAGE ARTS

<i>Genre: Persuasion/Poetry</i>	<i>Genre: Persuasion</i>
<p><b><u>Reading:</u></b>                      45 cause and effect relationships                      47 compare/contrast within/between texts and make perceptive and well-developed connections                      2010-1 identify <i>imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), refrain, rhythm, and flow when responding to literature</i></p> <p><b><u>Word Study:</u></b>                      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><b><u>Writing:</u></b>                      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><b><u>Persuasive:</u></b>                      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><b><u>Reference/Study Skills: No new AKS introduced</u></b></p>

GWINNETT COMPREHENSIVE ASSESSMENT AND ACCOUNTABILITY SYSTEM (GCAAS)

*5<sup>th</sup> Grade: GCPS Core Curriculum Calendar for Scope and Sequence – 2011-2012*

<b>5<sup>TH</sup> GRADE</b>		<b>3<sup>rd</sup> Quarter (Third Nine Weeks)</b>	
<p align="center"><b>MATHEMATICS</b></p> <p><b><u>Unit 5 Measurement</u></b>            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            56 estimate, derive and apply formula for volume of rect. prism            58 analyze similarities and differences in volume and capacity</p>	<p align="center"><b>SCIENCE</b></p> <p><b><u>Sum of Parts</u></b>            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><b><u>Matter: Physical and Chemical Changes</u></b>            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 align="center"><b>SOCIAL STUDIES</b></p> <p><b><u>World War I</u></b>            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><b><u>The Great Depression</u></b>            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><b><u>World War II</u></b>            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>	
<b>LANGUAGE ARTS</b>			
<p align="center"><i>Genre: Nonfiction</i></p> <p><b><u>Reading:</u></b>            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><b><u>Word Study:</u></b>            51 use knowledge of Greek and Latin roots to read new words and determine their meanings (mono-, -ate, -ation, polis)</p>		<p align="center"><i>Genre: Informational</i></p> <p><b><u>Writing:</u></b>            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><b><u>Informational:</u></b>            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><b><u>Reference/Study Skills:</u></b>            105 summarizing, paraphrasing, and plagiarizing</p>	
<b>GWINNETT COMPREHENSIVE ASSESSMENT AND ACCOUNTABILITY SYSTEM (GCASS)</b>			
<p>INTERIM 3      02/27/12 - 03/09/12</p>			

*5<sup>th</sup> Grade: GCPS Core Curriculum Calendar for Scope and Sequence – 2011-2012*

<b>5<sup>TH</sup> GRADE</b>		<b>4<sup>th</sup> Quarter (Fourth Nine Weeks)</b>	
<b>MATHEMATICS</b>	<b>SCIENCE</b>	<b>SOCIAL STUDIES</b>	
<p><b><u>Unit 6 Geometry</u></b>                      40 identify and analyze congruent figures                      41 analyze and explain the relationship of circumference, diameter, and pi</p> <p><b><u>Unit 7 Algebra</u></b>                      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><b><u>Unit 8 Data Analysis</u></b>                      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><b>Preview 6<sup>th</sup> Grade</b></p>	<p><b><u>Electricity and Magnetism</u></b></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><b>Extensions/Previewing Post CRCT</b></p>	<p><b><u>The Cold War</u></b>                      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><b><u>America Since 1975</u></b>                      55 trace important developments in America since 1975                      58 describe how consumers and businesses interact in the United States economy across time</p> <p><b><u>Personal Finance Post CRCT</u></b>                      59 identify the elements of a personal budget and explain why personal spending and saving decisions are important</p> <p><b>Preview 6<sup>th</sup> Grade AKS 1-12 Map Skills</b></p> <p><i>Note: Indicators of Achievement are taught with all AKS</i></p>	
<b>LANGUAGE ARTS</b>			
<i>Genre: Drama/Response to Literature/Research</i>		<i>Genre: Drama/ Response to Literature/Research</i>	
<p><b><u>Reading:</u></b>                      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><b><u>Word Study:</u></b>                      51 use knowledge of Greek and Latin roots to read new words and determine their meanings (hemi-, semi-, -ify, struct)</p>		<p><b><u>Writing:</u></b>                      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><b><u>Response to Literature:</u></b>                      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><b><u>Reference/Study Skills:</u></b>                      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>	
<b>GWINNETT COMPREHENSIVE ASSESSMENT AND ACCOUNTABILITY SYSTEM (GCAAS)</b>			
CRCT	04/23/11 - 04/27/11		
Posttest 4	05/07/12 - 05/23/12		