

South Windsor Public Schools

Eli Terry Elementary School
Orchard Hill Elementary School
Philip R. Smith Elementary School
Pleasant Valley Elementary School

Curriculum Guide **5th Grade**



South Windsor Public Schools
1737 Main Street
South Windsor, CT 06074
Phone: (860) 291-1200
www.southwindsorschools.org/curriculum

LITERACY

Unit Name	Skills/Student Outcomes
Reading Literature and Informational Text	<ul style="list-style-type: none"> • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text RL.1 • Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text RL.2 • Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes RL.4 • Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem RL.5 • Describe how a narrator's or speaker's point of view influences how events are described RL.6 • Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics RL.9 • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text RI.2 • 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 RI.3 • 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 RI.7 • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) RI.8 • By the end of the year, read and comprehend literature and informational text at the high end of the grades 4–5 text complexity band independently and proficiently RL/ RI.10
Writing	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information W.1 • Write informative/explanatory texts to examine a topic and convey ideas and information clearly W.2 • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences W.3 • Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic W.7 • Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources W.8 • Draw evidence from literary or informational texts to support analysis, reflection, and research W.9 • 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 W.10
Speaking and Listening	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly SL.1 • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence SL.3 • Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes SL.5 • Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace SL.4
Language and Foundational Skills in Reading	<ul style="list-style-type: none"> • Recognize and correct inappropriate shifts in verb tense L.1.d • Use punctuation to separate items in a series L.2.a • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style L.3.a • Interpret figurative language, including similes and metaphors, in context L.5.a • Recognize and explain the meaning of common idioms, adages, and proverbs L.5.b

MATHEMATICS

Domain Name	Skills/Student Outcomes
Operations and Algebraic Thinking	<p><i>Write and interpret numerical expressions</i></p> <ul style="list-style-type: none"> Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols 5.OA.A.1 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them 5.OA.A.2 <p><i>Analyze patterns and relationships</i></p> <ul style="list-style-type: none"> 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 5.OA.B.3
Number and Operations in Base Ten	<p><i>Understand the place value system</i></p> <ul style="list-style-type: none"> 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 5.NBT.A.1 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 5.NBT.A.2 Read, write, and compare decimals to thousandths 5.NBT.A.3 Use place value understanding to round decimals to any place 5.NBT.A.4 <p><i>Perform operations with multi-digit whole numbers and with decimals to hundredths</i></p> <ul style="list-style-type: none"> Fluently multiply multi-digit whole numbers using the standard algorithm 5.NBT.B.5 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models 5.NBT.B.6 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 5.NBT.B.7
Number and Operations in Fractions	<p><i>Use equivalent fractions as a strategy to add and subtract fractions</i></p> <ul style="list-style-type: none"> 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 5.NF.A.1 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators 5.NF.A.2 <p><i>Apply and extend previous understandings of multiplication and division to multiply and divide fractions</i></p> <ul style="list-style-type: none"> Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$); solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers 5.NF.B.3 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction 5.NF.B.4 Interpret multiplication as scaling (resizing) 5.NF.B.5 Solve real world problems involving multiplication of fractions and mixed numbers 5.NF.B.6 Apply/extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions 5.NF.B.7
Measurement and Data	<p><i>Convert like measurement units within a given measurement system</i></p> <ul style="list-style-type: none"> Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real world problems 5.MD.A.1 <p><i>Represent and interpret data</i></p> <ul style="list-style-type: none"> Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$); use operations on fractions for this grade to solve problems involving information presented in line plots 5.MD.B.2 <p><i>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition</i></p> <ul style="list-style-type: none"> Recognize volume as an attribute of solid figures and understand concepts of volume measurement 5.MD.C.3 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units 5.MD.C.4 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume 5.MD.C.5
Geometry	<p><i>Graph points on the coordinate plane to solve real world and mathematical problems</i></p> <ul style="list-style-type: none"> Use a pair of perpendicular number lines to define a coordinate system 5.G.A.1 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 5.G.A.2 <p><i>Classify two-dimensional figures into categories based on their properties</i></p> <ul style="list-style-type: none"> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category 5.G.B.3 Classify two-dimensional figures in a hierarchy based on properties 5.G.B.4

SCIENCE

Unit Name	Skills/Student Outcomes
Move It!	<ul style="list-style-type: none"> Describe the effects of the strengths of pushes and pulls on the motion of objects B.8 Describe the effect of the mass of an object on its motion B.9
Physical and Chemical Changes	<ul style="list-style-type: none"> Sort and classify materials based on properties such as dissolving, sinking and floating, conducting heat and attracting to magnets B.1 Describe the effect of heating on the melting, evaporation, condensation and freezing of water B.2
Light, Energy and Senses	<ul style="list-style-type: none"> Describe how light is absorbed and/or reflected by different surfaces B.19 Describe how light absorption and reflection allow one to see the shapes and colors of objects B.20 Describe the structure and function of the human senses and the signals they perceive B.21 Compare and contrast the structures of the human eye with those of the camera B.24 Describe the uses of different instruments, such as eye glasses, magnifiers, periscopes and telescopes to enhance vision B.25
Earth's Systems	<ul style="list-style-type: none"> Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact 5-ESS2-1 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. 5-ESS2-2 Obtain/combine information about ways individual communities use science ideas to protect the Earth's resources 5-ESS3-1

SOCIAL STUDIES

Unit Name	Skills/Student Outcomes
Geography	<ul style="list-style-type: none"> Demonstrate an understanding of geographical space and place 1.4 Describe the interaction of humans and the environment 1.5 Describe patterns of human movement across time and place 1.6 Access/gather information from a variety of primary and secondary sources including electronic media 2.1 Interpret information from a variety of primary and secondary sources including electronic media 2.2
United States Government	<ul style="list-style-type: none"> Demonstrate an understanding of significant events and themes in United States history 1.1 Explain the purpose, structure, and functions of government and law at the local, state, national, and international levels 1.7 Describe interactions between citizens and their government in the making and implementation of laws 1.8 Understand the rights and responsibilities of citizens 1.9 Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation 2.4 Create and present relevant social studies materials using both print and electronic media 2.5 Apply appropriate historical, geographic, political, economic, and cultural concepts and methods in proposing and evaluating solutions to contemporary problems 3.3
Westward Movement	<ul style="list-style-type: none"> Demonstrate an understanding of significant events and themes in United States history 1.1 Demonstrate an understanding of geographical space and place 1.4 Describe the interaction of humans and the environment 1.5 Describe patterns of human movement across time and place 1.6 Understand the interdependence of local, national and global economics 1.12 Understand the characteristics of and interactions among culture, social systems and institutions 1.13 Access/gather information from a variety of primary and secondary sources including electronic media 2.1 Interpret information from a variety of primary and secondary sources including electronic media 2.2 Create various forms of written work to demonstrate an understanding of history and social studies issues 2.3 Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation 2.4 Create and present relevant social studies materials using both print and electronic media 2.5 Use evidence to identify, analyze and evaluate historical interpretations 3.1 Analyze/evaluate human action in historical and/or contemporary contexts from alternative points of view 3.2 Apply appropriate historical, geographic, political, economic and cultural concepts and models in proposing and evaluating solutions to contemporary problems 3.3

SOCIAL STUDIES (continued)

Unit Name	Skills/Student Outcomes
The Civil War	<ul style="list-style-type: none"> • Demonstrate an understanding of significant events and themes in United States history 1.1 • Understand the characteristics of and interactions among culture, social systems, and institutions 1.13 • Access and gather information from a variety of primary and secondary sources including electronic media 2.1 • Interpret information from a variety of primary and secondary sources including electronic media 2.2 • Create various forms of written work to demonstrate an understanding of history and social studies issues 2.3 • Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation 2.4 • Create and present relevant social studies materials using both print and electronic media 2.5 • Use evidence to identify, analyze, and evaluate historical interpretations 3.1 • Analyze/evaluate human action in historical and/or contemporary contexts from alternative points of view 3.2 • Apply appropriate historical, geographic, political, economic, and cultural concepts and methods in proposing and evaluating solutions to contemporary problems 3.3

S.T.E.M.

Module Name	Skills/Student Outcomes
Robotics and Automation	<ul style="list-style-type: none"> • Evaluate a problem in a new and novel situation • Apply a step by step design process to solve a problem • Apply scientific ideas to address human needs and wants
Invention Convention	<ul style="list-style-type: none"> • Use the engineering design process to invent or revise an existing item that solves a stated problem • Communicate the functionality and need for their invention to others
Robotics and Automation: Challenge	<ul style="list-style-type: none"> • Evaluate a problem in a new and novel situation • Apply a step by step design process to solve a problem • Justify the use of autonomous robots to solve problems

HEALTH EDUCATION

Unit Name	Skills/Student Outcomes
Nutrition	<ul style="list-style-type: none"> • Evaluate the components of My Plate • Establish dietary guidelines • Understand serving sizes and portions • Identify ingredients on food labels • Identify "go" foods, "slow" foods and "whoa" foods
Substance Abuse	<ul style="list-style-type: none"> • Examine physical and social effects of alcohol use • Identify effects of inhalants on the body • Identify appropriate refusal skills
Growth and Development	<ul style="list-style-type: none"> • Identify the basic reproductive anatomy • Understand physiological changes that occur during puberty (endocrine system, secondary sex characteristics, hair growth, voice change, etc.) • Assess the emotional changes that occur during puberty • Find resources for help • Recognize the difference between communicable and non-communicable disease • Identify internal and external protection from germs • Recognize portals of entry • Understand the function of the immune system • Identify methods of HIV transmission

PHYSICAL EDUCATION

Unit Name	Skills/Student Outcomes
Manipulative <i>Units may include: Volleyball, Basketball, Throwing/Catching (Football, Frisbee, etc.)</i>	<ul style="list-style-type: none"> ● Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in increasingly more complex movement and game forms ● Demonstrate proper technique ● Establish rules for unit and exhibit fair and safe playing procedures ● Apply the understanding of physical activity concepts to developing movement sequences and game strategies
Striking <i>Units may include: Soccer, Tennis, Floor Hockey, Badminton, Baseball/Softball</i>	<ul style="list-style-type: none"> ● Utilize the concept of a dominant hand/foot for throwing/striking/kicking patterns ● Effective movement and preparation of hands, arms and legs are key to performance and success ● Apply the understanding of physical activity concepts to developing movement sequences and game strategies
Fitness	<ul style="list-style-type: none"> ● Demonstrate a variety of activities that increase heart rate, stretch and strengthen muscles ● Demonstrate understanding of the relationship between activities and physical fitness components (e.g., cardiorespiratory endurance, muscular strength, and endurance flexibility) ● Assess current fitness level ● Identify activities that will utilize/improve the different components of fitness
Cooperative Games	<ul style="list-style-type: none"> ● Develop strategies for including all persons, despite individual differences, in physical activity settings ● Use physical activity as a positive opportunity for social and group interaction and development of leadership skills

VISUAL ARTS

Unit Name	Skills/Student Outcomes
Claywork	<ul style="list-style-type: none"> Continuation and refinement of hand building techniques (pinch/pull, coil building, slab building to scoring and slipping and carving/layering) Glazing process Use of clay tools
Drawing	<ul style="list-style-type: none"> Continuation and refinement of use and care of drawing materials Continuation and refinement of use of pencils, crayons, colored pencils, pens, markers, chalk, pastels, etc. Refining mark making Exploration of pictorial space and realistic rendering Drawing from memory, imagination or observation
Painting	<ul style="list-style-type: none"> Color identification (primary/secondary to warm/cool and complementary, analogous, monochromatic, neutrals) Color mixing primaries, tints/shades to tones/shading Review use and care of painting tools Review palette use Review/continued exploration of tempera and water color paints Review/continued exploration of paint application techniques Introduction to acrylic paint
Printmaking	<ul style="list-style-type: none"> Use and care of printing tools and materials Development and exploration of the printing process, techniques and tools (impression/repetition) Understanding process of creating a series
Responding <i>(embedded throughout all projects as well as VTS)</i>	<ul style="list-style-type: none"> Review/continue looking at and talking about artwork; describe and examine details Looking at and talking about art heritage and cultures from around the world Continuation/refinement of listening/discussion skills; consider and respect the thoughts and ideas of others "Art detectives" (hunting for clues) Use art vocabulary in expressing thoughts and opinions Introduction/begin to understand difference between artist intent and viewer interpretation Supporting inferences with visual evidence and prior knowledge
Fabrics/Textiles	<ul style="list-style-type: none"> Continuation of creating with fabrics/textiles using collage and application techniques Introduction to weaving on simple looms: warp/weft, over/under, patterns, etc. Creating 3D art forms with fabrics
Sculpture	<ul style="list-style-type: none"> Review 2D vs 3D concepts Continuation of creating 3D artwork using a variety of materials and methods Continue creating moving sculptures: mobiles, etc. Introduction to use of tools/armatures Introduction to concepts of sculpture vs base, as well as shallow relief to free standing sculptural forms from realistic to abstract

MUSIC

Unit Name	Skills/Student Outcomes
General Music	<ul style="list-style-type: none"> Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture and maintain a steady tempo Sing in groups, blending vocal timbres, matching dynamic levels and responding to the cues of a conductor Create a theme and variation using specific guidelines
Band	<ul style="list-style-type: none"> Perform, independently and in groups, standard notation of musical print while maintaining a steady tempo Perform Concert B-flat Scale with characteristic tone quality Perform a variety of ways of start a sound (articulations) Develop the skills to make personal musical decisions that elicit a positive contribution to the ensemble Play in in groups, blending instrumental timbres, responding to the cues of a conductor and other members of ensemble Perform a variety of volume levels (dynamics) Communicate personal inclinations using musical vocabulary
Orchestra	<ul style="list-style-type: none"> Develop characteristic tone for the instrument Perform, independently and in groups, standard notation of musical print while maintaining a steady tempo Develop an understanding of good intonation Read and perform G string notes (E and A for bass) Perform staccato, legato, ties, slurs and hooked bowings Read and perform beamed eighth notes, double stops Perform in various time signatures (4/4, 2/4, 3/4) Introduce the notes of the 4th string Perform D and G major scales and arpeggios