Fifth Grade Syllabus

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| **MONTH** | **ELA** | **MATH** | **SCIENCE** | **SOCIAL STUDIES** |
| Sept | **Unit 1 Depending On Each Other – Module A**How do characters’ responses and reactions affect the text?How do writers use dialogue and details to develop characters and their experiences? Readers understand how a character’s actions are influenced by the settings and sequence of events described in a text.  Writers understand that writer’s techniques help readers get to know characters, their experiences, and their responses to situations.  Learners understand that people change in relation to their surroundings.  | **Chapter 1**How can you use place value, multiplication, and expressions to represent and solve problems?Place value through millionsProperties of operationsExponentsMultiply by 1-digit numbersMultiply by 2-digit numbersOrder of operations | **The Rock Cycle**What are minerals?How do rocks form?Students will classify minerals based on their properties.Students will identify different mineral properties.Students will identify properties of rocks.Students will understand how rocks form. *Vocabulary:* mineral, streak, luster, hardness | **Land and Early Peoples**How did geography influence the development of the Western hemisphere?Geography: 5 Themes of Geography* Location
* Human-Environment interactions
* Place
* Movement
* Regions

Our Hemisphere - Students will learn that North and South America include mountains, valleys , islands, plains, and many other landforms *Vocabulary*: hemisphere, continental drift, tundra, plains, mountains, rainforests, region-physical, political map, satellite, boundary, economy  People and the land - Early Civilizations* United States - Native Americans Northeast
* Latin America - Incas, Mayan, Aztecs & Taínos
* Canada - Inuits
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| Oct | **Depending On Each Other – Module B**How do readers identify relationships and interactions in texts?How do writers group information logically, with supporting visuals?Readers understand relationships or interactions between two or more individuals, concepts or events based on specific information from texts.  Writers understand how to develop a topic with facts, definitions, concrete details, quotations, or other domain-specific information/examples related to the topic.  Learners understand that people, animals and all living things live in interactive ways and impact one another. | **Chapter 2**How can you divide whole numbers?Divide by 1-digit divisorsDivide by 2-digit divisorsEstimate quotients**Chapter 3**How can you add and subtract decimals?Decimal place valueRounding decimalsAdding decimalsSubtracting decimalsEstimate decimal sums and differences | **The Rock Cycle**How are rocks changed?Students will describe the different stages of the rock cycle.Students will recognize different ways rocks and landforms are weathered.*Vocabulary:* rock, igneous rock, deposition, sedimentary rock, metamorphic rock weathering, erosion, rock cycle | **Land and Early Peoples**How did geography influence the development of the Western hemisphere?European Explorers - e.g. Christopher Columbus Magellan Juan Ponce de Leon Vespucci Amerigo among others.*Vocabulary:* navigation, caravel, expedition, longitude / latitude, claim, settlement, colony |
| Nov | **Unit 2 Finding Courage – Module A** How does the inclusion of visual elements in text contribute to meaning, tone, and perspective?How is theme revealed through details of the text?Readers understand that the theme of a text can be determined by analyzing the author’s use of details/description, point of view, voice, imagery, and mood/tone.  Writers understand that opinions are supported with evidence from a variety of resources, through analysis, reflection, and research.  Learners understand that people respond to inequality and injustice with a variety of tactics.  | **Chapter 4**How can you solve decimal multiplication problems?Multiply decimals and whole numbersMultiply decimals **Chapter 5**How can you solve decimal division problems?Estimate quotientsDivide decimals by whole numbersDivide decimals | **Changes to Earth’s Surface**What are some of Earth’s landforms?What causes changes to Earth’s landforms?Students will recognize landforms found on Earth.Students will describe different landforms.Students will understand the causes of erosion, deposition, and weathering.Students will explain how water, wind, ice, and plants all cause landforms to change.*Vocabulary:* landform, topography, glacier, moraine, glacial grooves, sand dune, sand spits and barrier islands, sand bar, mesa, canyon, delta, sinkhole, landslide | **Creating a New Nation**How have geography, economics, people, and key events shape the United States? Creating a New Nation a. From Colonies to Nation*Vocabulary:* self-government, tax, rights, confederation, ratify  b. Colonial Canada*Vocabulary:* seigneur, surrender, sovereignty, dominion, Métis c. Spanish and Portuguese ColoniesConquistador-Hernan Cortéz & others*Vocabulary:* hacienda, export, ideal, mestizo, indigenous people |
| Dec | **Finding Courage – Module B**How does understanding the relationships among individuals and historical events help readers understand text?Why is it important for writers to incorporate multiple points of view when writing to explain?Readers understand that authors support main ideas with key details, providing reasons and evidence to explain the relationships between individuals, ideas, and concepts within a text.  Writers understand that informative/explanatory texts examine a topic and convey ideas and information by drawing upon evidence from both literary and informational texts to support analysis, reflection, and research. Learners understand that large-scale movements are produced by a unique confluence of leadership and events. | **Chapter 6**How can you add and subtract fractions with unlike denominators?Estimate fraction Common denominatorsEquivalent fractionsAdd fractions with unlike denominatorsSubtract fractions with unlike denominatorsAdd and subtract mixed numbersSubtracting with renaming | **Changes to Earth’s Surface**How do movements of the crust change Earth?Students will understand the layers of the Earth.Students will describe how movements of the Earth’s crust can change Earth’s surface.Students will describe the causes of earthquakes, volcanoes, and mountains.*Vocabulary:* plate, earthquake, focus, epicenter, fault, magnitude, Richter scale, magma, lava, volcano, vent, ridge | **A Time of Change**How have geography, economics, people, and key events shape the United States?Time of Change*Vocabulary:* pioneer, frontier, interpreter, rulinga. The Country Grows* settlers across the Appalachian Mountains in the late 1700’s
* Louisiana Purchase
* Lewis /Clark Explore

b. The Industrial Revolution* The Cotton Gin invention
* Transcontinental
* steam power

*Vocabulary:* textile, entrepreneur, mass production c. Westward Expansion - Trails West* The Oregon Trail
* Morgan Trail
* California Trail - Gold Rush

d. New Spain/New France * Establishing new Colonies in Canada and Latin America

*Vocabulary:* mineral, export, creole, voyageur, habitante. The Road to Independence - Latin America - The end of New Spain*Vocabulary:* ideal, coalitionf. Independent Canada*Vocabulary:* loyalist, famine |
| Jan | **Unit 3 Understanding the Universe – Module A**How do we use the scenes within a chapter to provide an understanding of the overall structure of a book?How can we analyze and evaluate a writer’s techniques to develop an original narrative?Readers understand that a series of chapters or scenes fit together to provide overall structure.  Writers understand that writers must write clearly and coherently to develop and organize task, purpose and audience.  Learners understand that the universe is a fascinating and complex place and people interpret it through literary text as well as through science.  | **Chapter 7**How do you multiply fractions?Fractional part of a groupMultiply fractions and whole numbersMultiply fractions Multiply mixed numbers**Chapter 8**What strategies can you use to solve division problems involving fractions?Divide fractions and whole numbers | **Energy and Ecosystems**How do plants produce food?Students will describe photosynthesis.Students will identify producers and consumers.*Vocabulary:* root, stem, leaves, stomata, transpiration, photosynthesis, chloroplasts, chlorophyll, producer, consumer | **Growth and Expansion**How have geography, economics, people, and key events shape the United States?Growth and Expansion (Canada, United States, Latin America)1. The Great Plains-Living their during the late 1800’s

*Vocabulary:* Homestead Act, assimilate1. Urban Growth
* Rapid transit
* Labor union
* Developing Technology in the Cities-inventions and changes
1. The Great Migration - Millions of African-Americans move to northern cities in the early 1900’s.

*Vocabulary:* tenement, settlement houses, persecution, Jobs/opportunities, education |
| Feb | **Understanding the Universe – Module B**How do readers make sense of informational text with many unfamiliar words?Why do writers choose to convey information in visual ways?Readers understand the meanings of domain specific words when reading informational texts.  Writers understand that illustrations, photos, diagrams, and other visual elements convey important information.  Learners will understand that scientists continue to study and reveal new information about our solar system and the universe. | **Chapter 9**How can you use line plots, coordinate grids, and patterns to help you graph and interpret data?Line plotsCoordinate gridLine graphNumerical patterns | **The Scientific Method**How do we conduct an experiment using the steps of the Scientific Method?Students will use the steps of the scientific method to conduct an experiment.Students will use the steps of the scientific method to write a lab report.*Vocabulary:* scientific method, hypothesis, observe, data, line graph, conclusion | **Modern Canada/Modern Latin America**How have geography, economics, people, and key events shape the **Canada**?Trade brought more growth to the country than any other resource* Industrialization
* Prosperity
* Boreal Forest

How have geography, economics, people, and key events shape the **Latin America**?* Imperialism
* Isthmus
* Biofuel
* urbanization
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| Mar | **Unit 4 Exploring New Worlds – Module A**How do readers quote accurately from text?How do writers support a point of view with reasons and information?Readers understand that comparing and contrasting texts helps build awareness of similar themes and topics.  Writers understand that opinions are supported by facts and details.  Learners will understand that explorers have positive and negative impact.  | **Chapter 10**What strategies can you use to compare and convert measurements?Customary lengthCustomary capacityCustomary weightMetric measuresElapsed time | **Energy and Ecosystems** How is energy passed through an ecosystem?How do organisms compete and survive in an ecosystem?Students will understand how food chains and food webs are related.Students will know the roles of producers, consumers, and decomposers in ecosystems.Students will explain how populations interact.Students will describe plant and animal adaptations.*Vocabulary:* ecosystem, herbivore, carnivore, omnivore, food chain, decomposer, food web, energy pyramid, population, community, competition, adaptation, symbiosis, mutualism, commensalism, parasitism, predator, prey | **Women’s History** How have women helped shape the world? Women throughout History* Ingrid Betancourt
* Michelle Bachelet
* Benedita da Silva
* Harriet Tubman
* Clara Barton
* Eleanor Roosevelt
* Maya Angelou
* Maya Lin
* Rosa Parks
* Susan B. Anthony
* Indira Gandhi
* Malala Yousafzai
* And many, many more!
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| Apr | **Continue Module A** | **Chapter 11**How do unit cubes help you build solid figures and understand the volume of a rectangular prism?PolygonsTrianglesQuadrilateralsThree-Dimensional figuresVolume of rectangular prismsVolume of composed figures | **Ecosystems and Change**How do ecosystems change over time?How do people affect ecosystems?Students will describe how changing ecosystems affect the organisms living there.Students will describe the difference between primary and secondary succession.Students will explain how changes can cause extinction.Students will explain how people’s actions can affect the environment.Students will identify ways to protect the environment. *Vocabulary:* succession, primary succession, pioneer plants, climax community, secondary succession, extinction, pollution, acid rain, habitat, conservation, reduce, reuse, recycle, reclamation | **Modern Life**How do nations meet the challenges of modern living?The Western Hemisphere TodaySharing Cultures-* Popular Culture- how immigrants have influenced culture in the Western Hemisphere
* Conservation-Eco-Friendly goals for the Western Hemisphere.
* Deforestation-Cause/effect
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| May | **Exploring New Worlds – Module B**How does a reader explain relationships between individuals, events, and ideas from historical texts?How do writers use facts and details to support their opinions and convey ideas clearly?Readers understand that multiple main ideas in informational text are supported through details in the text.  Writers understand that a concluding statement or section summarizes the opinion presented in opinion pieces.  Learners will understand that exploration and settlement reflected and altered people’s views of and understandings of the world. | **Getting Ready for Sixth Grade****Portfolio Review** | **Food and Nutrition**What are the six basic nutrients?What are the food groups?What are calories?Students will name the six basic nutrients.Students will name food sources for certain nutrients.Students will classify foods into the five main food groups.Students will identify their own caloric needs.*Vocabulary:* nutrient, carbohydrates, fiber, fat, protein, vitamins, minerals, food groups, calories | **Modern Life**How do nations meet the challenges of modern living?Western Hemisphere Today- * Popular culture
* Immigration in the Americas
* Specialization
* Informational technology
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| Jun | **Continue Module B** | **Getting Ready for Sixth Grade****Portfolio Review** | **Food and Nutrition**How do we read food labels?How do we make smart food choices?Students will examine food labels.Students will calculate the percentage of fat in a food.Students will examine the food pyramid.Students will create a meal plan following the food pyramid guidelines.Students will evaluate their own eating habits.*Vocabulary:* food label, daily value percentage, food pyramid | **Modern Life**How do nations meet the challenges of modern living?The Government in the Americas- The role of Government, diverse governments, and Basic values of Democracies. * Checks and balances
* Limited government
* Amendment
* Civic values
* Civil rights
* Patriotism
* Citizens and government
* Citizenship
* Responsibilities/duties
* Bill of Rights/Amendments
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