



Mesquite ISD Curriculum Sequence 5th Grade – 4th Six Weeks

English Language Arts/Reading	Math	Social Studies	Science
<p style="text-align: center;">Comprehension</p> <p>Understand, make inferences, and draw conclusions about the structure and elements of fiction (myths, tall tales, realistic and historical fiction); describe how incidents foreshadow future events; explain function of characters including relationships and conflicts; explain different forms of 3rd person point of view; compare/contrast themes/morals of several works; describe phenomena explained in origin myths, and effect of historical event or period on theme of a piece of literature. In drama, look at similarities between an original text and a dramatic adaptation. In poetry look at how poets use sound effects to influence meaning.</p> <p style="text-align: center;">Writing Workshop</p> <p>Continue working through the writing process, generating ideas for writing, building awareness of STAAR writing expectations, writing personal narratives using appropriate organization, a variety of sentence lengths and structure and establishing “voice” that is unique to the writer. Imaginative stories and poetry will also be written.</p> <p style="text-align: center;">Grammar</p> <p>Use prepositions and prepositional phrases to convey location, time or direction; use both subject and object pronouns correctly; make sure pronouns agree with antecedents; use singular and plural possessive pronouns; and understand the unique function of punctuation in poetry.</p> <p style="text-align: center;">Spelling</p> <p>Sort and spell words with r-influenced vowels; compound words; agents (people who do things...dancer, dreamer) and comparatives (bigger, sooner); and words with other final /er/ spellings (cher, ture, sure, ure).</p> <p style="text-align: center;">Vocabulary</p> <p>Learn to use word parts (affixes and roots) as well as context to determine meaning of unknown words.</p>	<p>Generate equivalent fractions. (5.2A) Compare two fractional quantities in problem-solving situations. (5.2C) Identify common factors. (5.3D) Use addition and subtraction of fractions with like denominators. (5.3E) Identify essential attributes including parallel, perpendicular, and congruent parts of two and three dimensional figures (5.7) Sketch the results of transformations. (5.8A) Identify transformation when given two congruent figures. (5.8B) Locate and name points on a coordinate grid. (5.9) Connect models for perimeter, area, and volume with their formulas. (5.10B) Select and use appropriate units and formulas to measure length, perimeter, area, and volume. (5.10C) Solve problems involving changes in temperature. (5.11A) Solve problems involving elapsed time. (5.11B) Solve problems using a 4 step plan and strategies. (5.14A-C) Explain and record observations. (5.15A) Relate informal language to mathematical language and symbols. (5.15B) Make generalizations from patterns or sets of examples and non-examples. (5.16A) Justify why an answer is reasonable and explain the solution process. (5.16B)</p>	<p>Week 1 (4 Days): Constitution and Bill of Rights: Democratic societies recognize a belief in unalienable rights and the need to protect them.</p> <p>Students will identify and explain the basic functions of government and describe the checks and balances system in the U.S. Constitution.</p> <p>Week 2 (5 Days): The Early Republic: Responsible democratic leaders respond to the needs of the people as well as provide a vision for the future.</p> <p>Students will use critical thinking skills to analyze our nation’s political parties and create their own party based on a platform of issues.</p> <p>Weeks 3-4 (8 Days): Westward Expansion: Exploration of new frontiers provides additional opportunities for settlement and economic growth.</p> <p>Students will analyze the causes and effects of westward expansion and identify significant events related to the expansion.</p> <p>Week 5: (4 Days): War of 1812: Wars can dramatically change the political, social, and economic organization of societies.</p> <p>Students will analyze the political, geographical, economic, and social implications of the War of 1812.</p> <p>Week 6: (5 Days): America’s Time of Change: People seek new opportunities to survive and improve their lives.</p> <p>Students will create a goals/outcomes chart for several reform movements.</p>	<p><u>Changing Earth</u> (continued from 3rd 6-weeks)</p> <ul style="list-style-type: none"> • Identify and classify Earth’s renewable resources including air, plants, water and animals • Identify and classify Earth’s nonrenewable resources including coal, oil, and natural gas • Explore the processes that led to the formation of fossil fuels • Identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels • Understand the importance of conservation of resources • Measure and record changes in weather and make predictions using weather maps, weather symbols, and a map key • Differentiate between weather and climate • Describe and illustrate the water cycle and explain the role of the Sun as a major energy source in this cycle • Explain how the Sun and the ocean interact in the water cycle • Collect and analyze data to identify sequences and predict patterns of change in seasons • Construct models that demonstrate the relationships of the Sun, Earth, and Moon, including orbits and positions • Demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky • Demonstrate that Earth revolves on its orbit once approximately every 365 days • Demonstrate that the Moon revolves on its orbit once approximately every month • Collect and analyze data to identify sequences and predict patterns of change in shadows, tides and the observable appearance of the moon over time • Identify and compare the physical characteristics of the Sun, Earth, and Moon • Identify the planets in Earth’s solar system and their position in relation to the Sun <p>Hands on activities to integrate science process skills and Earth science content during this unit will include doing investigations with stream tables to model and observe constructive and destructive forces creating landforms.</p>



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<p style="text-align: center;">Comprehension</p> <p>Read informational texts; draw conclusions from the facts presented in the text and evaluate how well the author’s purpose was achieved; determine the facts in a text and verify then through established methods; analyze how the organizational pattern of a text influences the relationships among ideas (compare/contrast, cause/effect, etc.). Summarize main idea and details maintaining meaning and logical order. Review reading skills and strategies based on data; take the STAAR Reading Assessment; begin novel study.</p> <p style="text-align: center;">Writing Workshop</p> <p>Write brief expository papers; establish one central idea; with effective introductions and concluding paragraphs; and support the topic with specific facts, details and explanations. Write in response to texts including paraphrasing and summarizing. Write imaginative stories.</p> <p style="text-align: center;">Grammar</p> <p>Use of indefinite and reflexive pronouns; correct use of <i>who</i> and <i>whom</i>; use of contractions and negatives (avoiding double negatives); use of adjectives and articles; comparative and superlative adjectives; and adverbs.</p> <p style="text-align: center;">Spelling</p> <p>Sort and spell words with final stable syllables (il, al, el, le); homophones; suffixes –y and –ly; comparative and superlative adjectives; and words with suffixes –less, –ness, and –ful.</p> <p style="text-align: center;">Vocabulary</p> <p>Learn to use word parts (affixes and roots) as well as context to determine meaning of unknown words.</p>	<p>Use place value to read, write, compare, and order decimals through the thousandths place. (5.1B)</p> <p>Relate decimals to fractions. (5.2D)</p> <p>Use addition and subtraction to solve problems. (5.3A)</p> <p>Use multiplication to solve problems. (5.3B)</p> <p>Use division to solve problems. (5.3C)</p> <p>Use addition and subtraction of fractions with like denominators. (5.3E)</p> <p>Identify essential attributes including parallel, perpendicular, and congruent parts of two and three dimensional figures (5.7)</p> <p>Sketch the results of transformations. (5.8A)</p> <p>Identify transformation when given two congruent figures. (5.8B)</p> <p>Locate and name points on a coordinate grid. (5.9)</p> <p>Perform simple conversions within the same measurement system. (5.10A)</p> <p>Use fractions to describe the results of an experiment. (5.12A)</p> <p>Use experimental results to make a prediction. (5.12B)</p> <p>List all possible outcomes of a probability experiment (5.12C)</p> <p>Solve problems using a 4 step plan and strategies. (5.14A-C)</p> <p>Explain and record observations. (5.15A)</p> <p>Relate informal language to mathematical language and symbols. (5.15B)</p> <p>Make generalizations from patterns or sets of examples and non-examples. (5.16A)</p> <p>Justify why an answer is reasonable and explain the solution process. (5.16B)</p>	<p>Unit: Crisis and Recovery</p> <p>Description: Description: In this unit, students will investigate the roots and results of the Civil War including significant battles as well as emancipation of slaves. Students will also investigate the transformation of the West in the late 19th century including railroads, ranch life, and the destruction of Native American cultures.</p> <p>Week 1: The Differences Between the North and South</p> <p>Students will identify the causes of growing tensions between the Northern and Southern states that led to the Civil War.</p> <p>Week 2: The Struggle over Slavery</p> <p>Students will identify slavery as a cause of the Civil War and use various primary source documents to interpret the causes of the war.</p> <p>Week 3: The Civil War</p> <p>Students will synthesize information regarding the Civil War and predict how the outcome could have changed with additional circumstances.</p> <p>Week 4: Reconstruction</p> <p>Students will illustrate a sequence of events after the reconstruction period.</p> <p>Week 5: Industrial Revolution</p> <p>Students will identify major inventions during the Industrial Revolution and explain how these inventions changed society in the past and present.</p> <p>Week 6: Industrial Revolution and the 20th Century</p> <p>Students will understand how the nation changed through technological innovations and scientific discoveries.</p>	<p><u>Life Science Unit (5th Six Weeks)</u></p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers • Predict how changes in an ecosystem such as removal of bees, forest fires or the building of a highway affect food webs and populations and cause some organisms to thrive, perish or move to new locations • Observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements and how these elements support populations and communities within the ecosystem • Identify the significance of the carbon dioxide-oxygen cycle to the survival of plants and animals • Compare the structures and functions of different species that help them live and survive such as birds’ beaks and leaves on plants • Investigate, illustrate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as beetles and radishes • Describe the differences between complete and incomplete metamorphosis of insects • Differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle <p>Activities to integrate science process skills and life science content during this unit will include creating a model of an ecosystem called an ecocolumn. Students will observe and analyze relationships between organisms in the ecocolumn. Pollution experiments in separate ecocolumns will allow students to describe the effects of environmental changes and to practice planning and implementing a simple investigation. Students will also create food webs after dissecting and analyzing owl pellets.</p>



Mesquite ISD Curriculum Sequence 5th Grade – 6th Six Weeks

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<p style="text-align: center;">Comprehension</p> <p>Read fiction (novels); explain the importance of story elements (character traits and changes, setting, plot, etc.) and predict how a plot will develop; determine character traits based on text; describe how incidents foreshadow future events; explain function of characters including relationships and conflicts; explain different forms of 3rd person point of view; compare/contrast themes/morals of several works. Read informational texts; draw conclusions from the facts presented in the text and evaluate how well the author’s purpose was achieved; determine the facts in a text and verify then through established methods; analyze how the organizational pattern of a text influences the relationships among ideas (compare/contrast, cause/effect, etc.). Summarize main idea and details maintaining meaning and logical order. Review media literacy, procedural and persuasive texts and poetry.</p> <p style="text-align: center;">Writing Workshop</p> <p>Write brief expository papers in a problem/solution structure. Write both regular and persuasive business letters. Write poetry incorporating poetic techniques for a variety of poetry styles.</p> <p style="text-align: center;">Grammar</p> <p>Write dialogue with correct punctuation (commas, quotation marks, periods, etc.); choice of modifiers and conjunctions; multiple uses of commas; capitalization for abbreviations, initials, acronyms, and organizations.</p> <p style="text-align: center;">Spelling</p> <p>Sort and spell words with prefixes <i>uni, bi, tri</i>; with endings <i>-ible, -able, -ant, -ent</i>; words with unusual long “a” vowel patterns; words ending in <i>tion, sion</i>; and polysyllabic words.</p> <p style="text-align: center;">Vocabulary</p> <p>Learn to use word parts (affixes and roots) as well as context to determine meaning of unknown words.</p>	<p>Use place value to read, write, compare, and order whole numbers through 999,999,999,999. (5.1A)</p> <p>Use place value to read, write, compare, and order decimals through the thousandths place. (5.1B)</p> <p>Compare two fractional quantities in problem-solving situations. (5.2C)</p> <p>Select and use appropriate units and formulas to measure length, perimeter, area, and volume. (5.10C)</p> <p>Solve problems involving elapsed time. (5.11B)</p> <p>Solve problems using a 4 step plan and strategies. (5.14A-C)</p> <p>Compare and order non-negative rational numbers. (6.1A)</p> <p>Generate equivalent forms of rational numbers. (6.1B)</p> <p>Model addition and subtraction situations involving fractions. (6.2A)</p> <p>Use addition and subtraction to solve problems involving fractions and decimals. (6.2B)</p> <p>Represent ratios and percents with models, fractions, and decimals. (6.3B)</p> <p>Use tables and symbols to represent and describe proportion and other relationships. (6.4A)</p> <p>Identify mean, median, mode, and range. (6.10B)</p> <p>Solve problems using a 4 step plan and strategies. (5.14A-C)</p> <p>Explain and record observations. (5.15A)</p> <p>Relate informal language to mathematical language and symbols. (5.15B)</p>	<p>Unit: The Emerging of Modern America</p> <p>Students will analyze the emergence of American world leadership in world wars, science and technology, and commerce. Students will distinguish the struggles of traditionally underrepresented social groups including race, gender, and religion. Students will also examine modern American democracy including political parties and our current leaders.</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • In periods of rapid growth and change, people may ignore the needs of others. • Progress is often accompanied by problems, but effective leaders can promote solutions. • Great individuals are an integral part of democratic societies and of solving problems of the future. <p>Week 1: World Wars I & II</p> <p>Students will identify the causes and effects of each world war as well as compare and contrast the reasons and outcomes for the wars.</p> <p>Week 2: Equal Rights</p> <p>Students will identify the causes and effects of events during the struggle for equal rights.</p> <p>Week 3: STAAR Testing</p> <p>Week 4: Review for CBA</p> <p>Week 5: SS CBA</p> <p>Weeks 6-8: War on Terror</p> <p>Students will utilize writing skills to compose a speech, research project, and essay on patriotism.</p>	<p>Health Unit: In this unit, students will:</p> <ul style="list-style-type: none"> • Understand the basic structure, function and interdependence of the circulatory, respiratory, and digestive systems • Identify negative effects of tobacco • Identify excuses people give for using tobacco and be able to refute those arguments • Identify and practice effective ways to say “NO” to using tobacco • Examine personal behaviors that are healthful • Identify “GO” activities and “GO” foods • Identify reasons physical activity is important to health • Compare pulse with the level of intensity of physical activity • Recognize healthy eating patterns recommended by the USDA’s Food Guide Pyramid • Evaluate menus for nutritional balance • Recognize the importance of breakfast for good health and select “GO” breakfast foods • Explain how lifestyle choices affect the risk of contracting some diseases • Identify four kinds of pathogens that cause communicable disease • Understand methods of fighting disease • Explain ways to avoid injuries inside and outside the home • Practice first aid for injuries • Analyze safety equipment and practices • Identify ways to prevent home fires and ways to survive a home fire <p>Activities include creating a no-tobacco rap, health-trek family home component and creating a family fire escape plan.</p>