

Mesquite ISD Curriculum Sequence

Fifth Grade - Third Reporting Period

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| **English Language Arts/Reading** | **Math** | **Science** | **Social Studies** |
| Comprehension   * Literary Text: compare and contrast within and across texts; literary elements (characters, setting, plot, theme), story structure, cause and effect, and summarizing * Drama: Study of how literary elements are presented in this genre and make generalizations. * Expository Text (Procedural Text): Interpret details from procedural text to complete a task, solve a problem, or perform procedures. Explain factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables and diagrams. Students will also learn how to focus on key information and determine what to remember. * Informational Texts: determine main ideas and supporting details and study text structures. * Literary Nonfiction (Biographies): Explore the genre looking at fact and opinion and learning to question the text while reading.Determine effect of history on theme. * Poetry: Learn how poets use sound effects (alliteration, internal rhyme, onomatopoeia, etc.) to reinforce meaning. * Author’s purpose or craft will be discussed in all genres as will drawing conclusions, inferring and generalizing.   Vocabulary  Learn to use word parts (affixes and roots) as well as context to determine meaning of unknown words. Students will also work on analogies, categorizing words and other activities to extend vocabulary during spelling and reading comprehension.  Reading Fluency  Develop fluency by focusing on accuracy, rate, appropriate phrasing, and expression.  Spelling  Recognize and use the following rules and patterns in reading and writing:   * words with /k/ spelled with c, ck, ch (practice, chorus, jacket) and /s/ spelled c + e, c + i (cereal, recite) * consonant changes (instruct/instruction, erode/erosion) * words with prefixes dis-, im-, in-, non-, un- * words ending in -en, -ize Blacken, specialize) * compound words * homophones (weight, wait) * words with suffixes that change base words into words that mean “one who does something” (direct/director, type/typist)   Writing Workshop  Students will continue to work on personal narratives, on writing procedural text, expository compositions, and writing in response to reading.  While studying poetry, students will also write poems.  Grammar  Investigate the various uses of punctuation in poetry. Focus on proper punctuation and spacing for quotations; use of adjectives and adverbs, irregular verbs as well as the various uses of punctuation in poetry. | Represent and solve multi-step problems involving the four operations with the whole numbers using equation with a letter standing for the unknown quantity. (5.4B)  Generate a numerical pattern when given a rule in the form y = x + a and graph. (5.4C)  Recognize the difference between additive and multiplicative numerical patterns given in a table or graph. (5.4D)  Describe the meaning of parentheses and brackets in a numerical expression. (5.4E)  Simplify numerical expressions that do not involve exponents, including up to two levels of grouping. (5.4F)  Represent and solve problems related to perimeter and or area and related to volume. (5.4H)  Recognize a cube with side length of 1 unit as a unit cube having one cubic unit of volume and the volume of a three dimensional figure as the number of units (n cubic units) needed to fill it with no gaps or overlaps if possible. (5.6A)  Determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base. (5.6B)  The student is expected to solve problems by calculating conversion within a measurement system, customary or metric. (5.7)  Describe key attributes of the coordinate plane, including perpendicular number lines (axes), where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0,0); the x-coordinate, the first number in an ordered pair indicates movement parallel to the x-axis starting at the origin; and the y-coordinate , the second number, indicates movement parallel to the y-axis starting at the origin. (5.8A)  Describe the process for graphing ordered pairs of numbers in the first quadrant of the coordinate plane. (5.8B)  Graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table. (5.8C)  Represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fraction or decimals, with dot plots or stem and leaf plots. (5.9A)  Represent discrete paired data on a scatter plot. (5.9B)  Solve one and two step problems using data from a frequency table, dot plot, bar graph, stem and leaf plot or scatter plot. (5.9C)  Define income tax, payroll tax, sales tax, and property tax. (5.10A)  Explain the difference between gross income and net income. (5.10B) | Earth Science Unit (Continued)    In this unit, students will:  Measure and record changes in weather and make predictions using weather maps, weather symbols, and a map key  Differentiate between weather and climate  Explain how the Sun and the ocean interact in the water cycle  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 | Students will review government concepts that were covered prior to Christmas break.  Students will describe how major technological advances and inventions changed productivity.  Students will analyze how transportation systems affected how and where people settled.  Students will describe the concept of manifest destiny.  Students will explain the economic and social differences between the North and South in the years before the Civil War.  Students will explain why the Congress made compromises prior to the Civil War.  Students will explain why the southern states seceded from the Union in 1860.  Students will compare the Union and Confederacy.  Students will explain why Lincoln freed the slaves during the Civil War.  Students will understand the sequence of major events during the Civil War.  Students will understand the impact on racial relations in the United States made by Reconstruction (13th, 14th, 15th amendments).  Students will identify the Mississippi River and the Rocky Mountains.  Students will explain how the transcontinental railroad helped to promote western settlement and connect western resources to eastern markets.  Students will describe how people adapted and modified the Great Plains (barbed wire, steel plow).  Students will identify the Atlantic and Pacific oceans on a map.  Students will understand how the Panama Canal affected world trade between the Atlantic and Pacific Oceans.  Students will understand the impact of the telegraph on the speed of communication locally, nationally, and internationally.  Students will understand the impact of electricity, the automobile, and the airplane.  Students will understand the impact of big business on urbanization.  Students will understand why (push and pull factors) immigrants came to the United States.  Students will explain the reaction against immigrants in the early 1900s.  Students will understand how poor living conditions, child labor, and poor working conditions led to the Progressive Reforms.  Students will summarize the reforms from the Progressive Era.  Students will recognize the effects of Jim Crow laws in the south and the spread of segregation to other parts of the country.  Students will describe the role of women in the changing social and economic conditions of the United States. |

Mesquite ISD Curriculum Sequence

Fifth Grade - Fourth Reporting Period

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| **English Language Arts/Reading** | **Math** | **Science** | **Social Studies** |
| Comprehension   * Students will study commonalities and differences in paired selections, * Teachers will use data to continue targeted review of reading skills and strategies prior to taking STAAR on April 10. * Study myths: describe incidents that advance plot, characters, phenomena explained in origin myths, and use of analyze use of sensory language * Informational Texts: determine main ideas and supporting details, use graphic features in tandem with text, be able to summarize key ideas; study cause and effect, fact and opinion, and text structures. * Author’s purpose or craft will be discussed in all genres as will drawing conclusions, inferring and generalizing.   Vocabulary  Learn to use word parts (affixes and roots) as well as context to determine meaning of unknown words. Students will also work on analogies, categorizing words and other activities to extend vocabulary during spelling and reading comprehension.  Reading Fluency  Develop fluency by focusing on accuracy, rate, appropriate phrasing, and expression.  Spelling  Recognize and use the following rules and patterns in reading and writing:   * regular and irregular plurals (pianos, gentlemen) * words with the prefixes bi-, mid-, semi-, tri- * words with the /j/ sound spelled dge, g + e, and g + y * words with the suffixes -ty, -ity, -ness, -ment, -ive * frequently misspelled words (route, language, thorough)   Writing Workshop  Students will continue to work on responding to reading of literary and expository texts. .They will also write formal letters and complete one more expository unit of study.  Grammar  Emphasis on collective nouns, indefinite pronouns, subordinating conjunctions. Lessons to bridge any gaps between current standards and new standards will be provided to help students learn what will be expected for 6th grade.. | Compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =. (5.2B)  Estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division. (5.3A)  Multiply with fluency a three-digit number by a two-digit number using the standard algorithm. (5.3B)  Solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers. (5.3E)  Add and subtract positive rational numbers fluently. (5.3K)  Identify prime and composite numbers. (5.4A)  Represent and solve multi-step problems involving the four operations with the whole numbers using equation with a letter standing for the unknown quantity. (5.4B)  Generate a numerical pattern when given a rule in the form y = x + a and graph. (5.4C)  Solve for quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using strategies and algorithms, including the standard algorithm. (5.3G)  Describe key attributes of the coordinate plane, including perpendicular number lines (axes), where the intersection (origin) of the two lines coincides with zero on each number line and the given point (0,0); the x-coordinate, the first number in an ordered pair indicates movement parallel to the x-axis starting at the origin; and the y-coordinate , the second number, indicates movement parallel to the y-axis starting at the origin. (5.8A)  Graph in the first quadrant of the coordinate plane ordered pairs of numbers arising from mathematical and real-world problems, including those generated by number patterns or found in an input-output table. (5.8C)  Solve one and two step problems using data from a frequency table, dot plot, bar graph, stem and leaf plot or scatter plot. (5.9C) | Life Science Unit    In this unit, students will:  Observe the way organisms live and survive in their ecosystem by interacting with the living and nonliving elements  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 the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways  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 hooves on prairie animals or webbed feet in aquatic animals  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  Describe the differences between complete and incomplete metamorphosis | Students will understand how the distance between the U.S. and Europe contributed to the U.S. policy of isolationism.  Students will explain how German submarine warfare caused the U.S. to join World War I.  Students will understand how new technologies changed warfare.  Students will describe the impact of new products and mass production during the 1920s.  Students will describe the changes in popular culture during the 1920s.  Students will understand how the stock market crash caused the Great Depression.  Students will identify the areas of the nation described as the Dust Bowl.  Students summarize how Franklin Roosevelt inspired the nation with economic recovery.  Students will analyze how the rise of dictators led to World War II in Europe.  Students will identify Pearl Harbor as the cause of the U.S. entry into World War II.  Students will understand the contributions of Americans during World War II.  Students will understand that the United States fought in Europe and the Pacific during World War II.  Students will explain the reasons why Truman used the atomic bomb against Japan.  Students will identify the boundary changes in Europe following World War II.  Students will understand how the United States became a world power.  Students will analyze the differences between a Cold War and a “hot war”.  Students will sequence the major events of the Cold War conflict.  Students will explain why individuals participated in civil rights protests.  Students will explain the sequence of major events during the civil rights movement.  Students will explain the causes of the terrorist attacks on 9/11. |