



Mesquite ISD Curriculum Sequence

Fifth Grade - Third Reporting Period

English Language Arts/Reading

Math

Science

Social Studies

Reading

Self-monitor comprehension; ask questions throughout the reading process; make and confirm predictions; make pictures in mind to deepen understanding; make and describe connections to personal experiences, other texts and the world; synthesize information to create new understanding; make inferences using text evidence; analyze relationships and conflicts among characters; analyze plot elements; explain structure of poetry; recognize central idea with evidence; explain sound devices and figurative language; recognize organizational patterns of informational text; analyze the author's purpose and message; apply author's craft; describe the author's use of language and text/visual features; use context to determine the meaning of unfamiliar or multi-meaning words; determine the meaning of and use words with affixes; develop fluency by focusing on accuracy, rate, appropriate phrasing, and expression; read grade-appropriate texts independently; engage in both short and sustained inquiry processes (research).

Word Study

Read and spell words from other languages (ie. poncho): read and spell multisyllabic words and understand syllable division; identify high-frequency words; spelling multisyllabic words with multiple sound-spelling patterns; read words with prefixes and suffixes.

Writing Workshop

Generate and develop ideas; Use writing process (draft, revise, edit, publish).

Recognize and use complete sentences with correct use of capitalization (abbreviations, initials, acronyms, etc) as well as punctuation.

Correct use of adjectives, prepositions, subject/verb agreement, indefinite pronouns and conjunctive adverbs.

Correctly use parts of speech (past tense irregular verbs and collective nouns) while writing.

Write informational text (report), poetry and narratives.

Write legibly in cursive.

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 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)

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.



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Word Study

Read and spell words from other languages (ie. poncho): read and spell multisyllabic words, final stable syllables; adding suffixes; identify high-frequency words; spelling multisyllabic words with multiple sound-spelling patterns; read words with prefixes and suffixes.

Writing Workshop

Generate and develop ideas; Use writing process (draft, revise, edit, publish).
Recognize and use complete sentences with correct use of capitalization as well as punctuation.
Correct use of adjectives, prepositions, subject/verb agreement, indefinite pronouns and conjunctive adverbs.

Write argumentative letters, narrative-realistic story, and poetry.

Write legibly in cursive.

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.