

Grade 5 Parent's Guide to Year-Long Learning

During Grade 5, students receive instruction on the concepts and skills described below.

SCIENCE

Marking Period 1	Marking Period 2
<p>During the marking period, students explore the properties of matter. They observe and measure to identify materials based on their properties, and determine whether mixing substances creates new substances. Students also:</p> <ul style="list-style-type: none"> Investigate whether the mass of substances change during chemical reactions. Identify mystery materials. 	<p>During the marking period, students engage in the practices of scientists and engineers as they explore electromagnetic waves. They use wave models to investigate how waves can transmit data over long distances, and explore the orbits of satellites. Students will also:</p> <ul style="list-style-type: none"> Design a communication device. Plan a satellite mission.
Marking Period 3	Marking Period 4
<p>During the marking period, students investigate electromagnetic waves from the sun and other stars, and gravitational force exerted by the Earth. Students also:</p> <ul style="list-style-type: none"> Design solar panels for a satellite. Construct and refine a model of a miniature satellite to align with a specific payload. 	<p>During the marking period, students explore inherited traits. They analyze data to determine that plants and animals have traits inherited from parents, and that the environment can influence some traits. Students also:</p> <ul style="list-style-type: none"> Model the transfer of traits through generations. Create a model of a dog, using inherited traits.

SOCIAL STUDIES

Marking Period 1	Marking Period 2
<p>During the marking period, students engage in investigations of perspectives that were held by individuals and groups. Students how government influences the economy. Students also:</p> <ul style="list-style-type: none"> Describe the economic systems in colonial America. Analyze the causes of the American Revolution. 	<p>During the marking period, students examine the events that led to the adoption of the U.S. Constitution. Students examine economic forces that demanded a new form of government, and learn about slavery. Students also:</p> <ul style="list-style-type: none"> Describe the economic systems in colonial America. Analyze the causes of the American Revolution.
Marking Period 3	Marking Period 4
<p>During the marking period, students study the relationship among physical and human characteristics and settlement patterns today. Students will examine the role of government in territorial acquisitions. Students also:</p> <ul style="list-style-type: none"> Compare regions. Analyze population growth, migration and settlement patterns in Maryland and the U.S. 	<p>During the marking period, students identify goods and services produced/consumed in Maryland during history. Students identify generational businesses and skills in Maryland. Students also:</p> <ul style="list-style-type: none"> Explain how technological changes have affected production and consumption in Maryland. Explore financial literacy.

ART

Marking Period 1 - 4 CREATING & CONNECTING TO ART	Marking Period 1 - 4 PRESENTING & RESPONDING TO ART
<p>During the marking periods, students will engage in artmaking by drawing, painting, printmaking, collage/mixed media and sculpture/ceramics media. Students create art that is personally meaningful and unique. Students also:</p> <ul style="list-style-type: none"> Explain how art can change beliefs and values. Select art-making techniques and procedures when using art tools, media and workspace. 	<p>During the marking periods, students engage in art history, art criticism, aesthetics and curation. Students develop connection by exploring big ideas relating to change and transformation. Students also:</p> <ul style="list-style-type: none"> Select artwork for display and justify how it meets the criteria of an exhibition in an artist's statement. Share a personal collection that demonstrates how artwork has changed over time.

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INFORMATION LITERACY

Marking Period 1	Marking Period 2
<p>During the marking period, students share new learning in a variety of formats. Students also:</p> <ul style="list-style-type: none"> Use an appropriate and accepted citation style to create a source list. 	<p>During the marking period, students create questions and identify resources. Students also:</p> <ul style="list-style-type: none"> Record and share information. Use an accepted citation style to create a source list.
Marking Period 3	Marking Period 4
<p>During the marking period, students identify, evaluate and analyze the quality of the sources used. Students locate and select sources. Students also:</p> <ul style="list-style-type: none"> Share information in a variety of formats. Ethically generate new knowledge. 	<p>During the marking period, students evaluate and analyze the quality of the sources. Students create and refine questions. Students also:</p> <ul style="list-style-type: none"> Generate info from interviews and/or surveys. Ethically generate new knowledge.

MUSIC

Marking Period 1	Marking Period 2
<p>During the marking period, students blend timbres and matching dynamic levels. Students also:</p> <ul style="list-style-type: none"> Identify specific instruments by sight and sound. Make connections between standard music (12-bar Blues) and specific historical events. 	<p>During the marking period, students perform a simple melody using solfeggio or a comparable system. Students also:</p> <ul style="list-style-type: none"> Notate a short melodic phrase from dictation. Evaluate performances based on criteria.
Marking Period 3	Marking Period 4
<p>During the marking period, students learn vocal skills and techniques. Students also:</p> <ul style="list-style-type: none"> Perform partner songs and descants. Improvise a short instrumental piece using a variety of sound sources. 	<p>During the marking period, students perform melodies on the treble staff in different keys using solfeggio or a comparable system. Students also:</p> <ul style="list-style-type: none"> Compose and notate a melody using original pitches and rhythms.

PHYSICAL EDUCATION

Marking Period 1	Marking Period 2
<p>During the marking period, students dribble, pass with a chest pass or bounce pass, and shoot toward a target with their hands. They identify the phases of an aerobic workout. Students also:</p> <ul style="list-style-type: none"> Analyze fitness information and identify flexibility exercises to achieve fitness goals. 	<p>During the marking period, students throw and catch while moving away from the target. Students also:</p> <ul style="list-style-type: none"> Practice underhand serve. Establish, monitor and modify a personal activity goal.
Marking Period 3	Marking Period 4
<p>During the marking period, students engage in a tumbling sequence with multiple components. Students also:</p> <ul style="list-style-type: none"> Engage in creative dance. Practice conflict resolution. 	<p>During the marking period, students hit a tossed ball over a line with a forehand and backhand stroke. Students also:</p> <ul style="list-style-type: none"> Strike a stationary ball into the air with a golf club. Apply the FITT (frequency, intensity, time, type).

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HEALTH EDUCATION

Marking Period 1	Marking Period 2
<p>During the marking period, students use mental and emotional health to enhance one's self concept and relationships with others. Students also:</p> <ul style="list-style-type: none"> • Discuss personal well-being and stress prevention. • Review the use, non-use and abuse of medicine, tobacco, alcohol and marijuana. 	<p>During the marking period, students use consumer knowledge, skills and strategies to develop personal health practices. Students also:</p> <ul style="list-style-type: none"> • Apply prevention and intervention knowledge. • Identify processes to promote safe living in the home, school and community.
Marking Period 3	Marking Period 4
<p>During the marking period, students demonstrate the ability to use nutrition and fitness knowledge to promote a healthy lifestyle. Students also:</p> <ul style="list-style-type: none"> • Study puberty and reproduction. • Discuss healthy relationships. 	<p>During the marking period, students demonstrate the ability to apply prevention and treatment knowledge, skills and strategies to reduce susceptibility and manage disease. Students also:</p> <ul style="list-style-type: none"> • Discuss HIV/AIDS, including risk factors.

CURRICULUM 2.0 READING

Marking Period 1	Marking Period 2
<p>During the marking period, students examine characteristics of adventure stories, tall tales and the use of figurative language. They analyze elements of plot, with emphasis on the rising action, climax and falling action, and look at how the narrator's point of view influences events. Students also:</p> <ul style="list-style-type: none"> • Make inferences, quoting accurately from text. • Listen to a speech and summarize points a speaker makes supported by reasons and evidence. 	<p>During the marking period, students read myths, traditional literature and mysteries to analyze the influence of point of view on the description of events. They compare and contrast the structures of a variety of texts. Students explain the relationships between concepts in a technical text based on specific information in the text. Students also:</p> <ul style="list-style-type: none"> • Use context to find clues about the meaning of words or phrases in text. • Infer the theme of a text using characters' responses
Marking Period 3	Marking Period 4
<p>During the marking period, students summarize poetry and realistic fiction by determining theme, figurative language, and point of view. They read multiple accounts of the same topic and integrate information from multiple texts to write about the subject knowledgeably. Students also:</p> <ul style="list-style-type: none"> • Read poetry and explain how a series of stanzas fit together to provide the overall structure of a poem. • Explain how an author uses reasons and evidence to support particular points. • Quote accurately from a text when drawing inferences. 	<p>During the marking period, students read dramas and explore how scenes fit together to structure a drama and compare how characters respond to a challenge. They analyze visual and multimedia elements of poems and lyrics and how they contribute to the meaning, tone or beauty of the text. Students also:</p> <ul style="list-style-type: none"> • Compare text structures of informational text. • Summarize dramas by writing critiques of the dramas they read and perform. • Analyze poems style, complexity and form.

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CURRICULUM 2.0 WRITING

Marking Period 1	Marking Period 2
<p>During the marking period, students analyze mentor texts and use these elements for their own adventure. Students use the writing process to compose an opinion and to revise and edit for clarity and coherence. Students also:</p> <ul style="list-style-type: none"> Paraphrase and write a short, informative piece with a comparative text structure. Revise writing for organization and conventions. Create and share a multimedia presentation using excerpts from their informative and opinion pieces. 	<p>During the marking period, students incorporate characteristics of the genres to write a folktale or myth. Students write opinion pieces, supporting a point of view with reasons and information. Students also:</p> <ul style="list-style-type: none"> Revise their writing by expanding, reducing, combining or rearranging sentences as necessary. Gather details from print and digital sources. Develop and present a multimedia presentation based on their informative texts.
Marking Period 3	Marking Period 4
<p>During the marking period, students select a genre and compose a narrative that includes introducing the narrator and characters, establishing a situation, characters' responses to events in the story, and dialogue. They build background knowledge, synthesize and organize ideas to write a short opinion piece. Students also:</p> <ul style="list-style-type: none"> Write a brief informative analysis of a poem. Compare and contrast stories from the same genre. Participate in peer editing. 	<p>During the marking period, students draw evidence from reading multiple informational texts on a topic before writing a poem. After completing research, students compose a thesis statement and organize reasons to support their thesis. They create a multimedia presentation for sharing their ideas. Students also:</p> <ul style="list-style-type: none"> Engage in peer conferences to review their writing for coherence, conventions and word choice. Compose a speech with a theme and relevant details.

CURRICULUM 2.0 MATHEMATICS

Marking Period 1	Marking Period 2
<p>During the marking period, students apply foundational understandings of properties of operations and base-ten to multiply multi-digit whole numbers using the standard algorithm. Students develop understandings about measuring volume and relate volume to multiplication and division. Students identify, write, evaluate and interpret numerical expressions. Students also:</p> <ul style="list-style-type: none"> Make generalizations about the relationships between digits in adjacent places Use exponents to denote powers of 10 Read, write, compare and round decimals Add and subtract decimals 	<p>During the marking period, students estimate and calculate quotients of up to four-digit dividends and two-digit divisors, based on place value, properties of operations, and the relationship between multiplication and division. Students estimate and calculate sums and differences of fractions, including mixed numbers, with unlike denominators. Students also:</p> <ul style="list-style-type: none"> Determine common denominators in order to identify equivalent fractions. Multiply fractions or a whole number by a fraction. Reason about the product of a fraction and a fraction.
Marking Period 3	Marking Period 4
<p>During the marking period, students multiply a fraction or whole number by a fraction, focusing on reasoning about products and interpreting models. Students divide unit fractions by whole numbers and whole numbers by unit fractions. Students also:</p> <ul style="list-style-type: none"> Use area and array models to represent multiplication of a fraction by a fraction. Solve and create a variety of word problems. Interpret a fraction Interpret a data set in fractions using a line plot. 	<p>During the marking period, students use the four operations to solve problems with decimals. Students convert units and solve multi-step problems. Students analyze categories of 2-D shapes based on their attributes. Students also:</p> <ul style="list-style-type: none"> Use place-value strategies and area models to multiply a whole number by tenths or hundredths, a whole number by a decimal, and two decimals. Use place value strategies and properties of operations to reason about dividing a decimal by a decimal. Graph ordered pairs using coordinate geometry