

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.

BENCHMARK ELA READING

Marking Period 1	Marking Period 2
<p>During the marking period, students read a variety of informational texts. Students find key details. Students compare two texts. Students use context clues to define words. Students review short vowels a, e, ea, i, o, u and r-controlled vowels. Students also:</p> <ul style="list-style-type: none"> • Ask and answer questions using text evidence. • Use text evidence to draw inferences. 	<p>During the marking period, students read informational texts. Students annotate key details. Students use context clues. Students use vowel team syllable pattern and consonant-le syllable pattern during foundational skills instruction. Students also:</p> <ul style="list-style-type: none"> • Explain cause and effect relationships in a text. • Determine two or more main ideas in a text.
Marking Period 3	Marking Period 4
<p>During the marking period, students read multiple poems and determine the theme of two poems. Students compare and contrast words and phrases in poems and engage in collaborative conversations to discuss possible themes. Students determine the main topic in informational text. Students use reference materials to define the precise meaning of words and phrases during vocabulary instruction. In foundational skills instruction, students learn about prefixes, suffixes, variant vowels and hyphenated compound words. Students also:</p> <ul style="list-style-type: none"> • Synthesize and summarize texts. • Compare and contrast two characters in a text. • Read and respond to poems. 	<p>During the marking period, students read and summarize a variety of informational texts. Students use information from different sources to locate the answer to a question. Students learn how to combine information from the texts to answer close reading questions and write clear, well-organized responses to questions. In vocabulary instruction, students use irregular past tense verbs. Students apply and use prefixes and inflectional endings during foundational skills instruction. Students also:</p> <ul style="list-style-type: none"> • Identify key events. • Make inferences. • Integrate information from several texts on the same topic.

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BENCHMARK ELA WRITING

Marking Period 1	Marking Period 2
<p>During the marking period, students write a personal letter. Students answer questions using textual evidence. Students write complete sentences and use commas correctly in writing. Students also:</p> <ul style="list-style-type: none"> Engage in the writing process. Respond to questions using mentor texts. Answer constructed-response questions. 	<p>During the marking period, students write an informative report and an opinion essay. Students learn the function of conjunctions. Students also:</p> <ul style="list-style-type: none"> Analyze and use mentor text to guide writing. Use text evidence to form an opinion.
Marking Period 3	Marking Period 4
<p>During the marking period, students write an opinion essay and an informative report. Students analyze a mentor narrative journal entry and apply that analysis to their writing. Students understand the function of prepositions. Students also:</p> <ul style="list-style-type: none"> Use a cause and effect text structure to organize and plan a report. Engage in the writing process. Gather information from sources. 	<p>During the marking period, students introduce a topic and develop the topic with specific details. Students develop a multimedia presentation, including using a storyboard to organize and plan the presentation. Students support reasons with visuals. In the area of conventions and language, students correctly use verb tenses. Students also:</p> <ul style="list-style-type: none"> Take notes from print sources. Write a concluding statement. Write a diamante poem.

CURRICULUM 2.0 MATHEMATICS 5/6

Marking Period 1	Marking Period 2
<p>During the marking period, students multiply and divide fractions and use visual fraction models and the relationship between multiplication and division to solve word problems and create their own word problems. Students use place value strategies and properties of operations to multiply and divide decimals. Students also:</p> <ul style="list-style-type: none"> Convert between units and solve word problems involving conversation. 	<p>During the marking period, students describe, recognize and represent ratio relationships. Students divide fractions and whole numbers by fractions and whole numbers and compute multi-digit numbers. Students also:</p> <ul style="list-style-type: none"> Solve rate and ratio problems, including unit rate
Marking Period 3	Marking Period 4
<p>During the marking period, students use positive and negative integers to describe quantities and values and are able to describe absolute value of a rational number. Students fluently add, subtract, multiply and divide multi-digit decimals, and write and evaluate numerical expressions involving whole-number exponents. Students also:</p> <ul style="list-style-type: none"> Understand order and absolute value. Graph coordinate relationships. Write and solve equations and inequalities. 	<p>During the marking period, students analyze equations with two variables. Students use the area and volume formulas for two-dimensional and three-dimensional shapes and use nets to determine the surface area of three-dimensional figures. Students use the standard algorithm to fluently add, subtract, multiply, divide multi-digit decimals and divide whole numbers. Students also:</p> <ul style="list-style-type: none"> Ask and evaluate statistical questions. Analyze data distributions.