

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.

Grade 5 Parent's Guide to Year-Long Learning

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

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).

Grade 5 Parent's Guide to Year-Long Learning

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

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 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. • Compare text structure. • Listen to a speech and summarize 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. 	<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.

Grade 5 Parent's Guide to Year-Long Learning

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

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 story. Students use the writing process to compose an opinion and to revise and edit their writing 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 their 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 an original folktale or myth. Students write opinion pieces on topics or texts, 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 facts and 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 introducing the narrator and characters, a situation, characters' responses to events in the story, and dialogue. They 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 conferences to revise and edit their writing for word choice and conventions. 	<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 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.