

LaSalle Intermediate Academy Curriculum Guide

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Math Curriculum
5th Grade Math Quarter 1

Standards and Description	Adopted Materials	Supplemental Activities
5.1.1 Convert between numbers and words.	Connected Math Program Textbook	Compass Learning Odyssey
5.1.2 Round whole numbers and decimals	Connected Math Homework Workbook	Hands on Math Projects with Real life Applications
5.1.3 Place numbers in numerical order and compare whole numbers and decimals	Hands-on Equations	Creative Publications: Problem Solving
5.2.6 Use estimation to determine reasonable answers.		Differentiating Instruction with Math Menus
5.5.5 Use units of measurements and discuss the relationship between pounds and kilograms.		Marcy Cook Inquiry Based Critical Thinking Resources
5.5.6 Compare temperatures of degrees Celsius and degrees Fahrenheit.		
5.1.6 Identify prime and composite numbers.		
5.2.5 Add and subtract decimals.		
5.2.7 Use mental arithmetic to add or subtract decimals.		
5.5.7 Add and subtract with money in decimal form.		
5.2.1 Solve multiplication and division problems.		

Math Curriculum
5th Grade Math Quarter 1 & Quarter 2

Standards and Description	Adopted Materials	Supplemental Activities
5.1.5 Explain fractions as parts of a whole, set, and division of whole numbers. 5.1.7 Identify positive numbers, decimals, and fractions on a number line. 5.1.4 Interpret percents as part of a hundred. 5.3.4 Identify and graph ordered pairs.	Connected Math Program Textbook Connected Math Homework Workbook Hands-on Equations	Compass Learning Odyssey Hands on Math Projects with Real life Applications Creative Publications: Problem Solving Differentiating Instruction with Math Menus Marcy Cook Inquiry Based Critical Thinking Resources

Math Curriculum
5th Grade Math Quarter 2

Standards and Description	Adapted Materials	Supplemental Activities
<p>5.2.2 Add and subtract fractions (including mixed numbers) with different denominators.</p> <p>5.2.3 Use models to show multiplication and division of fractions.</p> <p>5.2.4 Multiply and Divide fractions to solve a problem.</p> <p>5.3.1 Use a variable to represent an unknown number.</p> <p>5.3.2 Write simple algebraic expressions in one or two variables.</p> <p>5.5.1 Understand and apply formulas for the areas of a triangle, parallelogram, and trapezoid.</p> <p>5.5.2 Solve problems involving perimeters and areas of rectangles, triangles, parallelograms, and trapezoids.</p> <p>5.5.2 Use formulas for the areas of rectangles and triangles to find the area of complex shapes.</p> <p>5.4.2 Identify, describe, draw, and classify triangles, as equilateral, isosceles, scalene, right, acute, obtuse, and equiangular.</p> <p>5.4.3 Identify congruent triangles and justify your decision by referring to sides and angles.</p>	<p>Connected Math Program Textbook</p> <p>Connected Math Homework Workbook</p> <p>Hands-on Equations</p>	<p>Compass Learning Odyssey</p> <p>Hands on Math Projects with Real life Applications</p> <p>Creative Publications: Problem Solving</p> <p>Differentiating Instruction with Math Menus</p> <p>Marcy Cook Inquiry Based Critical Thinking Resources</p>

<p>5.4.4 Identify, describe, draw, and classify polygons.</p> <p>5.4.6 Identify shapes that have reflectional and rotational symmetry.</p>		
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Math Curriculum
5th Grade Quarter 3

Standards and Description	Adapted Materials	Supplemental Activities
<p>5.4.1 Measure, identify and draw angles, perpendicular and parallel lines, rectangles, triangles, and circles.</p> <p>5.4.7 Understand that 90°, 180°, 270°, and 360° are associated with quarter, half, three-quarter, and full turns.</p> <p>5.5.4 Find the surface area and volume of rectangular solids</p> <p>5.3.5 Find ordered pairs that fit a linear equation, graph the order pairs, and draw the line they determine.</p> <p>5.3.6 Understand that the length of a horizontal line on a coordinate plane equals the difference between the x-coordinates and that the length of a vertical line on a coordinate plane equals the difference between the y-coordinates.</p> <p>5.3.7 Use the information taken from a graph or equation to answer questions about a problem situation.</p> <p>5.6.1 Explain which types of displays are appropriate for various sets of data.</p> <p>5.6.2 Find the mean, median, mode, and range of a set of data and describe what each does and does not tell about the data set.</p>	<p>Connected Math Program Textbook</p> <p>Connected Math Homework Workbook</p> <p>Hands-on Equations</p>	<p>Compass Learning Odyssey</p> <p>Hands on Math Projects with Real life Applications</p> <p>Creative Publications: Problem Solving</p> <p>Differentiating Instruction with Math Menus</p> <p>Marcy Cook Inquiry Based Critical Thinking Resources</p>

Math Curriculum
5th Grade Quarter 4

Standards and Description	Adapted Materials	Supplemental Activities
<p>5.6.3 Understand that probability can take any value between 0 and 1.</p> <p>5.6.4 Express outcomes of experimental probability situations verbally and numerically.</p> <p>5.7.4 Express solutions clearly and logically by using the appropriate mathematical terms and notation.</p> <p>5.7.5 Recognize the relative advantages of exact and approximate solutions to problems.</p> <p>5.3.3 Use the distributive property in numerical equations and expressions.</p>	<p>Connected Math Program Textbook</p> <p>Connected Math Homework Workbook</p> <p>Hands-on Equations</p>	<p>Compass Learning Odyssey</p> <p>Hands on Math Projects with Real life Applications</p> <p>Creative Publications: Problem Solving</p> <p>Differentiating Instruction with Math Menus</p> <p>Marcy Cook Inquiry Based Critical Thinking Resources</p>

Science Curriculum
5th Grade Quarter 1

Standard Descriptions	Adapted Materials	Supplemental Activities
<p>5.NS.1 Make predictions and formulate testable questions</p> <p>5.NS.2 Design a fair test.</p> <p>5.NS.3 Plan and carry out investigations as a class, in small groups, or independently.</p> <p>5.NS.4 Perform investigations using appropriate tools, and technologies that will extend the senses.</p> <p>5.NS.5 Use measurement skills and apply appropriate units when collecting data.</p> <p>5.NS.6 Test predictions</p> <p>5.NS.7 Keep records in a notebook during investigations, and communicate findings with others using different methods of reports.</p> <p>5.NS.8 Identify simple patterns in data and explain these patterns.</p> <p>5.NS.9 Compare the results of an investigation with a prediction.</p> <p>5.4.1 Investigate technologies that mimic human or animal systems.</p> <p>5.4.2 Investigate the purpose of prototypes and models.</p> <p>5.4.3 Design solutions to problems in the context of musculoskeletal systems</p>	<p>Pearson Interactive Science</p> <p>Labware Equipment</p>	<p>Supplemental:</p> <ul style="list-style-type: none"> • Differentiating Instruction with Menus Science grades 3-5 <p>Digital/video resources:</p> <ul style="list-style-type: none"> • myscienceonline.com • Indiana Interactive digital path:” Untamed Science” & “Got It!” • Segments of 2057 • Bill Nye DVDs

<p>using suitable tools and techniques.</p> <p>5.DP.1 Identify a need or problem to be solved.</p> <p>5.DP.2 Brainstorm solutions to a problem.</p> <p>5.DP.3 Document the design through the design process.</p> <p>5.DP.4 Select a solution to the problem.</p> <p>5.DP.6 Create the solution through a prototype.</p> <p>5.DP.7 Test and evaluate how well the solution meets the goal.</p> <p>5.DP.10 Communicate the solution using mathematical representations, drawings, or prototypes.</p> <p>5.DP.11 Communicate how to improve the solution.</p>		
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Science Curriculum
5th Grade Quarter 2

Standards and Description	Adapted Materials	Supplemental Activities
<p>5.1.1 Describe and measure the volume and weight of a sample of given material.</p> <p>5.1.2 Describe the difference between weight and mass.</p> <p>5.1.3 Demonstrate the weight of the whole object is identical to the sum of the weight of the parts.</p> <p>5.1.4 Determine if matter has been added or lost by comparing weights of objects.</p> <p>5.NS.3 Plan and carry out investigations.</p> <p>5.NS.4 Perform investigations using appropriate tools.</p> <p>5.NS.5 use measurement skills and apply appropriate units when collecting data.</p> <p>5.NS.7 Keep accurate records in a notebook during investigations.</p> <p>5.NS.8 Identify simple patterns in data.</p> <p>5.DP.9 Present evidence by using mathematical representation.</p>	<p>Pearson Interactive Science</p> <p>Labware Equipment</p>	<p>Supplemental:</p> <ul style="list-style-type: none"> • Differentiating Instruction with Menus Science grades 3-5 • Differentiating Instruction with Menus Science grades 6-8 • “Matter and Physical Properties ” <u>Solids, Liquids, and Gases</u> (Milliken Publishing Co.) pp.7-8 <p>Digital/video resources:</p> <ul style="list-style-type: none"> • myscienceonline.com • Indiana Interactive digital path:” Untamed Science” & “Got It!” • Bill Nye DVDs - Phases of Matter and Atoms

Science Curriculum
5th Grade Quarter 3

Standards and Description	Adapted Materials	Supplemental Activities
<p>5.2.1 Recognize that our earth is part of the solar system. Observe that our solar system includes the sun, moon, seven other planets, and their moons.</p> <p>5.2.2 Observe and use pictures to record how the sun appears to move across the sky.</p> <p>5.2.3 In monthly intervals, observe and draw the length and direction of shadows cast by the sun at chosen times of the day.</p> <p>5.2.4 Use a calendar to record observations of the shape of the moon and the rising and setting times.</p> <p>5.NS.3 Plan and carry out investigations.</p> <p>5.NS.4 Perform investigations using appropriate tools.</p> <p>5.NS.5 use measurement skills and apply appropriate units when collecting data.</p> <p>5.NS.7 Keep accurate records in a notebook during investigations.</p> <p>5.NS.8 Identify simple patterns in data</p>	<p>Pearson Interactive Science</p> <p>Labware Equipment</p>	<p>Supplemental:</p> <ul style="list-style-type: none"> • Differentiating Instruction with Menus Science grades 3-5 • Differentiating Instruction with Menus Science grades 6-8 • “Matter and Physical Properties ” <u>Solids, Liquids, and Gases</u> (Milliken Publishing Co.) pp.7-8 <p>Digital/video resources:</p> <ul style="list-style-type: none"> • myscienceonline.com • Indiana Interactive digital path:” Untamed Science” & “Got It!” • Bill Nye DVDs – Moon, Planets.

Science Curriculum
5th Grade Quarter 4

Standards and Description	Adapted Materials	Supplemental Activities
<p>5.4.1 Investigate technologies that mimic human or animal musculoskeletal systems in order to meet a need.</p> <p>5.4.3 Design solutions to problems using suitable tools, techniques, materials.</p> <p>5.NS.1 Make predictions and formulate testable questions.</p> <p>5.NS.3 Plan and carry out investigations.</p> <p>5.NS.4 Perform investigations using appropriate tools.</p> <p>5.NS.5 Use measurement skills and apply appropriate units.</p> <p>5.NS.7 Keep accurate records in a notebook during investigations.</p> <p>5.NS.8 Identify simple patterns in data.</p> <p>5.NS.9 Compare the results of an investigation.</p> <p>5.DP.9 Communicate how to improve a solution.</p> <p>5.3.1 Observe and classify common Indiana organisms.</p> <p>5.3.2 Investigate the action of different decomposers and compare their role in the ecosystem.</p>	<p>Pearson Interactive Science</p> <p>Labware Equipment</p>	<p>Supplemental:</p> <ul style="list-style-type: none"> • Differentiating Instruction with Menus Science grades 3-5 • Differentiating Instruction with Menus Science grades 6-8 • The Human Body Book: Easy To Make Hands-On Models That Teach by Scholastic <p>Digital/video resources:</p> <ul style="list-style-type: none"> • myscienceonline.com • Indiana Interactive digital path:” Untamed Science” & “Got It!” • Bill Nye DVDs: The Wetlands and Blood and Circulation, Respiration, and Bones and Muscles

English Curriculum
5th Grade Quarter 1

Standards and Description	Adapted Materials	Supplemental Activities
<p>5.4.7 Use a thesaurus to identify alternative word choices and meanings.</p> <p>5.5.1 Write narratives that establish a plot, point of view, setting, and conflict. As well as show, rather than tell, the events of the story.</p> <p>5.5.4 Write persuasive letters or compositions that stat a clear position in support of a proposal, with evidence and effective emotional appeals.</p> <p>5.5.5 Use varied word choices to make writing interesting</p> <p>5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details</p> <p>5.6.1 Identify and correctly use the prepositional phrases, appositives, main clauses, and subordinate clauses.</p> <p>5.6.2 Use transitions to connect ideas.</p> <p>5.6.4 Identify and correctly use modifiers and pronouns.</p> <p>5.6.6 Use correct capitalization.</p>	<p><i>Write Source</i></p> <p>Dictionary</p> <p>Thesaurus</p> <p>News Currents</p>	<p>Cornell Notes</p>

English Curriculum
5th Grade Quarter 2

Standards and Description	Adapted Materials	Supplemental Activities
5.6.4 Identify and correctly use modifiers and pronouns. 5.6.6 Use correct capitalization 5.4.7 Use a thesaurus to identify alternative word choices and meanings. 5.4.4 Write persuasive letters. 5.5.5 Use varied word choices to make writing interesting. 5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details. 5.6.1 Identify and correctly use prepositional phrases, appositives, and main clauses. 5.6.2 Use transitions to connect ideas.	<i>Write Source</i> Dictionary Thesaurus News Currents	Cornell Notes

English Curriculum
5th Grade Quarter 3

Standards and Description	Adapted Materials	Supplemental Activities
<p>5.4.7 Use a thesaurus to identify alternative word choices and meaning.</p> <p>5.5.4 Write a persuasive letter or composition that states a clear position, supports the position with relevant evidence and follows a simple organizational pattern.</p> <p>5.5.5 Use varied word choices to make writing interesting.</p> <p>5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details.</p> <p>5.6.1 Identify and correctly use prepositional phrases, appositives, main clauses, and subordinate clauses.</p> <p>5.6.2 Use transitions to connect ideas.</p> <p>5.6.4 Identify and correctly use modifiers and pronouns.</p> <p>5.6.6 Use correct capitalization.</p>	<p><i>Write Source</i></p> <p>Dictionary</p> <p>Thesaurus</p> <p>News Currents</p>	<p>Cornell Notes</p>

English Curriculum
5th Grade Quarter 4

Standards and Description	Adapted Materials	Supplemental Activities
<p>5.4.7 Use a thesaurus to identify alternative word choices and meanings.</p> <p>5.5.4 Write persuasive letters or compositions that state a clear position in support of a proposal, support the position with relevant evidence, and follows a simple organizational pattern.</p> <p>5.5.5 Use varied word choices to make writing interesting.</p> <p>5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details.</p> <p>5.6.1 Identify and correctly use prepositional phrases, appositives, main clauses, and subordinate clauses.</p> <p>5.6.2 Use transitions and conjunctions to connect ideas.</p> <p>5.6.4 Identify and correctly use modifiers and pronouns.</p> <p>5.6.6 Use correct capitalization.</p>	<p><i>Write Source</i></p> <p>Dictionary</p> <p>Thesaurus</p> <p>News Currents</p>	<p>Cornell Notes</p>

Language Arts Curriculum
5th Grade Quarters 1-4

Standards and Description	Adapted Materials	Supplemental Activities
<p>5.1.2 Use word origins to determine the meaning of unknown words.</p> <p>5.1.3 Understand and explain frequently used synonyms, antonyms, and homographs.</p> <p>5.1.4 Know less common roots and word parts from Greek and Latin words.</p> <p>5.1.5 Understand and explain the figurative use of words in similes and metaphors.</p> <p>5.1.6 Understand unknown words by using word, sentence, and paragraph clues to determine meaning.</p> <p>5.2.1 Use the features of informational texts such as formats, graphics, and diagrams to find information and support understanding.</p> <p>5.2.2 Analyze text that is organized in sequential or chronological order.</p> <p>5.2.3 Recognize main ideas presented in texts.</p> <p>5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> <p>5.3.1 Identify and analyze the characteristics of poetry, drama,</p>	<p><i>Write Source</i></p> <p><i>Red Hot Root Words</i></p> <p><i>News Currents</i></p> <p><i>Learning Fair</i></p>	<ul style="list-style-type: none"> • Selected Novels • Picture Books • Poetry • IDOE Writing Rubrics • News Paper Articles • Cornell Note taking

<p>fiction, and nonfiction.</p> <p>5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot of theme.</p> <p>5.3.4 Understand that theme refers to the central idea or meaning of a selection.</p> <p>5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</p> <p>5.3.8 Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.</p> <p>5.4.1 Discuss ideas for writing.</p> <p>5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.</p> <p>5.4.11 Use logical organizational structures for providing information in writing.</p> <p>5.4.2 Write stories with multiple paragraphs that develop a situation or plot.</p> <p>5.4.3 Write informational pieces with multiple paragraphs.</p> <p>5.4.4 Use organizational features of printed text such as citations, endnotes, and bibliographic references, to locate relevant information.</p>		
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<p>5.4.5 Use note-taking skills when completing research for writing</p> <p>5.4.6 Create simple documents using a computer and other organizational features.</p> <p>5.4.7 Use a thesaurus to identify alternative word choices and meaning.</p> <p>5.4.8 Review, evaluate, and revise writing for meaning and clarity.</p> <p>5.4.9 Proofread one's own writing as well as that of others using editing checklists and rules.</p> <p>5.5.2 Demonstrate an understanding of literary work, support statements with evidence from text, and develop interpretations that exhibit careful reading and understanding.</p> <p>5.5.3 Write or deliver a research report that has been developed using a research process.</p> <p>5.5.6 Write for different purposes.</p> <p>5.6.3 Identify and correctly use appropriate tense for verbs that are often misused.</p> <p>5.6.5 Use a colon to separate hours and minutes.</p> <p>5.6.8 Use simple sentences in writing.</p> <p>5.6.7 Spell roots or bases of words, prefixes, and syllable constructions correctly.</p> <p>5.7.1 Ask questions that seek information</p>		
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<p>not already discussed.</p> <p>5.7.10 Deliver informative presentation about an important idea, issue, or event.</p> <p>5.7.11 Deliver oral responses to literature that summarize important events and details.</p> <p>5.7.12 Give precise directions and instructions.</p> <p>5.7.13 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.</p> <p>5.7.14 Identify claims in different kinds of text, and evaluate evidence used to support these claims.</p> <p>5.7.15 Make descriptive presentations that use concrete sensory details.</p> <p>5.7.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.</p> <p>5.7.3 Make inferences or draw conclusions based on an oral report.</p> <p>5.7.4 Select a focus, organizational structure, and point of view for an oral presentation.</p> <p>5.7.5 Clarify and support spoken ideas with evidence and examples.</p> <p>5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.</p> <p>5.7.7 Identify, analyze, and critique</p>		
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<p>persuasive techniques.</p> <p>5.7.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.</p> <p>5.7.9 Deliver narrative presentations.</p> <p>.</p>		
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Social Studies Curriculum
5th Grade Quarter 1

Standards and Description	Adapted Materials	Supplemental Activities
<p>5.5.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.</p> <p>5.1.3 Identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.</p> <p>5.1.9 Research using primary and secondary sources to examine a historical account about an issue of the time.</p> <p>5.1.20 Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.</p> <p>5.1.21 Formulate historical questions from encounters with primary sources.</p> <p>5.2.8 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.</p> <p>5.2.9 Examine ways by which citizens may</p>	<p>Textbook: <i>Indiana Social Studies: The United States Making a New Nation</i></p> <p>Novels: <i>Guests</i> <i>Morning Girls</i> <i>Encounters</i></p> <p>News Currents</p> <p>Maps Atlas Globe</p>	<p>Video: <i>500 Nations</i></p> <p>“Columbus Log” text</p>

<p>effectively voice opinions, monitor government, and bring about change in the government.</p> <p>5.2.10 Use a variety of information sources to identify and evaluate contemporary issues that involve civic responsibilities.</p> <p>5.3.1 Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect.</p> <p>5.3.2 Identify regions of the United States and explain the advantages and disadvantages of using maps, globes, and photographs to locate and describe regions.</p> <p>5.3.3 Name and locate states, regions, major cities, and capitols in the United States.</p> <p>5.3.4 Locate Native American Indian colonial settlements on maps.</p> <p>5.3.5 Locate the continental divide and the major drainage basins in the United States.</p> <p>5.3.6 Map and describe the characteristics of climate regions of the United States.</p> <p>5.3.7 Identify major sources of accessible fresh water and describe the impact of access on local and regional communities.</p>		
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<p>5.3.8 Explain how the Spanish, British, and French colonists altered the character and use of land in early America.</p> <p>5.3.9 Identify the major manufacturing and agricultural regions in colonial America.</p> <p>5.4.1 Describe the economic activities within an among Native American Indian cultures prior to contact with the Europeans.</p> <p>5.4.5 Explain how education and training, specialization and investment in capital resources increase productivity.</p>		
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Social Studies Curriculum
5th Grade Quarter 2

Standards and Description	Adapted Materials	Supplemental Activities
<p>5.1.2 Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had.</p> <p>5.1.4 Locate and compare the origins, physical structure and social structure of early Spanish, French, and British settlements.</p> <p>5.1.7 Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776-1801.</p> <p>5.1.8 Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States.</p> <p>5.1.9 Using primary and secondary sources to examine a historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, and where it happened.</p> <p>5.1.20 Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of</p>	<p>Textbook: <i>Indiana Social Studies: The United States Making a New Nation</i></p> <p><i>Around the World in 100 Years</i></p> <p>News Currents</p> <p>Maps Atlas Globe</p>	<p>Video: <i>500 Nations</i></p>

the United States.

- 5.1.21 Formulate historical questions from encounters with primary sources and identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.
- 5.2.9 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.
- 5.2.10 Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good.
- 5.3.11 Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment.
- 5.4.5 Explain how education and training, specialization and investment in capital resources increase productivity.

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Social Studies Curriculum
5th Grade Quarter 3

Standards and Description	Adapted Materials	Supplemental Activities
<p>5.1.5 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas.</p> <p>5.1.6 Identify and discuss instances of both cooperation and conflict between Native American Indians and European settlers, such as agriculture, trade, cultural exchanges and military alliances.</p> <p>5.1.7 Identify and locate the 13 British colonies that became the United States and describe daily life.</p> <p>5.2.1 Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.</p> <p>5.2.2 Identify and explain ideas about limited government, the rule of law and individual rights in key colonial era documents.</p> <p>5.2.3 Give examples of how the British colonies in America developed forms of representative government, self-government and democratic practices.</p> <p>5.2.4 Identify and explain key ideas about government as noted in the</p>	<p>Textbook: <i>Indiana Social Studies: The United States Making a New Nation</i></p> <p>Novels: <i>My Brother Sam is Dead</i> <i>The Fighting Ground</i></p> <p>News Currents</p> <p>Maps Atlas Globe</p>	<p>Video: <i>We Will Remain</i></p> <p><i>We the People</i></p> <p><i>School House Rocks</i></p>

<p>Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights.</p> <p>5.2.5 Describe and give examples of individual rights guaranteed by the Bill of Rights.</p> <p>5.1.17 Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776-1801.</p> <p>5.1.18 Read fiction and nonfiction stories about conflicts among and between groups of people that different stages in the formation of the United States.</p> <p>5.1.19 Use primary and secondary sources to examine the historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to those developments, and what consequences or outcomes follow.</p> <p>5.1.20 Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.</p> <p>5.1.21 Formulate historical questions from encounters with primary sources and</p>		
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<p>identify and describe the contributions of important early American artists and writers, using traditional arts and crafts to the new nation's cultural landscape.</p> <p>5.2.9 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.</p> <p>5.2.10 Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good.</p> <p>5.3.9 Identify the major manufacturing and agricultural regions in colonial America and cite ways that agriculture and manufacturing changed between 1600 and 1800.</p> <p>5.3.12 Describe and analyze how specific physical features influenced historical events and movements.</p> <p>5.4.5 Explain how education and training, specialization and investment in capital resources increase productivity.</p>		
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Social Studies Curriculum
5th Grade Quarter 4

Standards and Description	Adapted Materials	Supplemental Activities
<p>5.1.8 Identify the early founders of colonial settlements and describe early colonial resistance to British rule.</p> <p>5.1.9 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.</p> <p>5.1.10 Identify major British and American leaders and describe their roles in key events of the war for independence.</p> <p>5.1.11 Describe foreign aid to the colonies during the American Revolution.</p> <p>5.1.12 Identify contributions of women and minorities during the American Revolution.</p> <p>5.1.13 Explain consequences of the American Revolution including the Articles of Confederation, changes in trade relationships, and the achievement of independence by the United States.</p> <p>5.1.14 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making the supreme law of the land.</p> <p>5.1.15 Describe the origins and drafting of</p>	<p>Textbook: <i>Indiana Social Studies: The United States Making a New Nation</i></p> <p><i>We The People</i></p> <p>Novels: <i>My Brother Sam is Dead</i> <i>The Fighting Ground</i> <i>Johnny Tremain</i></p> <p>News Currents</p> <p>Maps Atlas Globe</p>	<p>Text: “<i>Paul Revere’s Ride</i>” by Henry Wadsworth Longfellow</p> <p>Video: <i>Freedom Riders</i></p>

<p>the Bill of Rights, ratified in 1791.</p> <p>5.1.16 Explain the development of the first American political parties and describe early presidential elections.</p> <p>5.1.17 Create and interpret timelines showing major people, events, and developments in the early history of the United States from 1776-1801.</p> <p>5.1.18 Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States.</p> <p>5.1.19 Using primary and secondary sources to examine a historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where, and what events led to these developments.</p> <p>5.1.20 Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.</p> <p>5.1.21 Formulate historical questions from encounters with primary sources and identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new</p>		
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<p>nation's cultural landscape.</p> <p>5.2.6 Describe the primary and general election process for local, state, and national offices including those used to select congressional and presidential office holders.</p> <p>5.2.7 Describe the three branches of the United States government, their functions, and their relationships.</p> <p>5.2.8 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation.</p> <p>5.2.9 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.</p> <p>5.2.10 Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good.</p> <p>5.4.5 Explain how education and training, specialization and investment in capital resources increase productivity.</p> <p>5.4.9 Identify the elements of a personal budget and explain why personal spending and saving decisions are important.</p>		
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Reading Curriculum
5th Grade Quarter 1

Standards and Description	Adapted Materials	Supplemental Activities
<p>5.1.1 Read aloud grade-level-appropriate narrative text and expository text fluently and accurately and with appropriate timing, changes in voice, and expression.</p> <p>5.2.5 Distinguish among facts, supported inferences, evidence, and opinions in text.</p> <p>5.2.6 Follow multiple step instructions in basic technical manual.</p> <p>5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved.</p> <p>5.3.6 Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.</p> <p>5.3.7 Evaluate the author’s use of various techniques to influence reader’s perspectives.</p> <p>5.SL.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>5.RL.3 Compare and contrast two or more characters, settings, or events in a</p>	<p><u>Dream</u> by Susan Bosak <u>Wolf Brother</u> by Michelle Paver</p> <p>Possible Narratives: <u>Guests</u> by Michael Dorris <u>Encounter</u> by Jane Yolen</p>	<ul style="list-style-type: none"> • <i>Talking Walls</i> • <i>Wide Open Spaces- Perfection Learning</i> • <i>Compass Odyssey</i> • <i>25 Reproducible Literature Circle Rote Sheets- Teaching and Learning co.</i> • <i>Beyond Book Reports- Scholastic</i> • <i>Perfection Learning: Wide Open Spaces: American Frontiers</i> • <i>Write Source</i> • <i>Daily Language Review</i>

<p>story or drama, drawing on specific details in the text.</p> <p>5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>		
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Reading Curriculum
5th Grade Quarter 2

Standards and Description	Adapted Materials	Supplemental Activities
<p>5.1.1 Read aloud grade-level-appropriate narrative text and expository text fluently and accurately.</p> <p>5.2.5 Distinguish among facts, supported inferences, evidence, and opinions in text.</p> <p>5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved.</p> <p>5.3.6 Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different cultures.</p> <p>5.3.7 Evaluate the author’s use of various techniques to influence reader’s perspective.</p>	<p><u>Something to Remember Me By</u>, Susan Bosak</p> <p>Novels:</p> <ul style="list-style-type: none"> • <i>Ender’s Game</i> ,Orson Scott Card • <i>Jurassic Park</i> , Michael Crichton • <i>The Ear, the Eye, and the Arm</i>, Nancy Farmer • <i>Eva</i>, Peter Dickinson • <i>Singularity</i> ,William Sleator • <i>Skymaze</i>, Gillian Rubenstien • <i>The Time Machine</i>, H.G. Wells • <i>Twenty Thousand Leagues Under the Sea</i>, Jules Verne • <i>The Boy Who Reversed Himself</i>, William Sleator • <i>The Shadow Children</i> series, Margaret Peterson Haddix • <i>Journey to the Center of the Earth</i>, Jules Verne • <i>The Missing</i> series, Margaret Peterson Haddix 	<p>Videos: <i>Journey to the Center of the Earth</i></p> <p><i>Twenty Thousand Leagues Under the Sea</i></p> <p><i>War of the Worlds</i></p> <p><i>Beyond 2000: The Explorers</i></p> <p><i>Wide Open Spaces: American Frontiers</i></p>

Reading Curriculum
5th Grade Quarter 3

Standards and Description	Adapted Materials	Supplemental Activities
<p>5.1.1 Read aloud grade-level-appropriate narrative text and expository text fluently and accurately.</p> <p>5.2.5 Distinguish among facts, supported inferences, evidence, and opinions in text.</p> <p>5.3.6 Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures</p> <p>5.3.7 Evaluate the author’s use of various techniques to influence reader’s perspectives.</p> <p>5.SL.1 Engage effectively in a range of collaborative discussions with divers partners on grade 5 topics and texts.</p> <p>5.RL.2 Determine a theme of a story, drama, or poem from details in the text.</p> <p>5.RL.4 Determine the meaning of general academic domain-specific words and phrases in text.</p> <p>5.RL.3 Compare and contrast two or more characters, settings, or events in a story, drama, drawing on specific details in the text.</p> <p>5.RL.5 Explain how a series of chapters,</p>	<p>Literature</p> <ul style="list-style-type: none"> • <i>Caddie Woodlawn</i> • <i>The Wonderful Wizard of Oz</i> • <i>The Secret Garden</i> • <i>The Twenty-one Balloons</i> • <i>The Black Stallion</i> • <i>The Cabin Faced West</i> • <i>Cheaper by the Dozen</i> • <i>Chronicles of Narnia</i> • <i>The Call of the Wild</i> • <i>The Wind in the Willows</i> • <i>Alice’s Adventures in Wonderland</i> • <i>Treasure Island</i> • <i>Jungle Book</i> <p>SBCSC Curriculum</p> <p>Write Source</p>	<p>Compass Learning</p>

<p>scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>5.RL.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p> <p>5.RL.10 Read and comprehend literature, including stories, drama, and poetry.</p> <p>5.L.4 Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content.</p> <p>5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5.L.5c Use the relationship between particular words to better understand each of the words.</p>		
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Reading Curriculum
5th Grade Quarter 4

Standards and Description	Adapted Materials	Supplemental Activities
<p>5.1.1 Read aloud grade-level-appropriate narrative text and expository text fluently and accurately.</p> <p>5.2.5 Distinguish among facts, supported inferences, evidence, and opinions in text.</p> <p>5.3.6 Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures</p> <p>5.3.7 Evaluate the author’s use of various techniques to influence reader’s perspectives.</p> <p>5.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts.</p> <p>5.RL.2 Determine a theme of a story, drama, or poem from details in the text.</p> <p>5.RL.4 Determine the meaning of general academic domain-specific words and phrases in text.</p> <p>5.RL.3 Compare and contrast two or more characters, settings, or events in a story, drama, drawing on specific details in the text.</p> <p>5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to</p>	<p>Literature:</p> <p><i>Historical Fiction Novels</i></p> <p>Primary Documents from History</p> <p>Poetry</p>	<p>Literature</p> <ul style="list-style-type: none"> • <i>My Brother Sam is Dead</i> • “<i>Paul Revere’s Ride</i>” <p>We the People</p> <p>Writers Express</p>

<p>provide the overall structure of a particular story, drama, or poem.</p> <p>5.RL.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p> <p>5.RL.10 Read and comprehend literature, including stories, drama, and poetry.</p> <p>5.L.4 Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content.</p> <p>5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5.L.5c Use the relationship between particular words to better understand each of the words.</p>		
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