

# Grade 5

## Reading and Language

Objectives	BSS Difference
<ul style="list-style-type: none"> <li>● Use correct conventions of standard English when writing and speaking</li> <li>● Use writing process: plan, draft, edit and revise written work</li> <li>● Use context for determining the meaning of unfamiliar words or multiple meaning words</li> <li>● Read with accuracy and fluency to support comprehension in literature and nonfiction texts</li> </ul>	<p>Cross-curricular: All Saints Day Project</p> <p>Pen Pal Letters to Africa</p> <p>Mini Projects for Social Studies/short research projects</p> <p>Cross-curricular units: Social Studies with Language Arts</p> <p>Technology integration for teaching and learning</p>

Literature	Informational Text
<ul style="list-style-type: none"> <li>● Find the main idea of a paragraph</li> <li>● Find the main idea of a story/ longer selection</li> <li>● Draw conclusions</li> <li>● Make inferences</li> <li>● Accurately quote from a source to support idea</li> <li>● Determine causes and effects</li> <li>● Analyze character and plot development</li> <li>● Explain author's style and purpose</li> <li>● Understand and analyze theme/ tone /mood...focus on poetry</li> <li>● Identify/explain: symbolism, foreshadowing, satire,</li> </ul>	<ul style="list-style-type: none"> <li>● Find the main idea of a paragraph</li> <li>● Find the main idea of a longer selection</li> <li>● Determine important details</li> <li>● Draw conclusions</li> <li>● Distinguish between fact and opinion</li> <li>● Accurately quote from a source to support idea</li> <li>● Determine cause and effect</li> <li>● Determine appropriate sources for research</li> <li>● Provide list of resources</li> </ul>

<p>dramatic irony, similes, metaphors, personification, hyperbole, alliteration, allusion</p> <p>Examples of grade level selections:</p> <p>“The Marble Champ” by Gary Soto  “S.O.R. Losers” by Avi  The Abacus Contest” Pricilla Wu  “Stray” by Cynthia Rylant  “Class President” by Johanna Hurwitz  “Dragon, Dragon” by John Gardener  A variety of myths, folk tales and poems</p> <p>Novels:</p> <p><i>The Penderwicks</i>  <i>Holes</i>  <i>Roll of Thunder</i>  <i>Crash</i>  <i>Bloomability</i>  <i>Al Capone Does My Shirts</i>  <i>The Boy Who Saved Baseball</i>  <i>The Egypt Game</i>  <i>Walk Two Moons</i>  <i>The Applewhites</i></p>	<p>Resources:</p> <p>My World, Growth of Our Country, Pearson</p>
<p style="text-align: center;"><b>Vocabulary Acquisition and Use</b></p>	<p style="text-align: center;"><b>Language: Understand, Edit for Grammar, Usage</b></p>
<ul style="list-style-type: none"> <li>● Determine the meaning of words and phrases in context</li> <li>● Use glossaries or dictionaries to determine or clarify the meaning of words</li> <li>● Clarify meaning of unfamiliar and multiple meaning words and phrases</li> <li>● Build knowledge of synonyms, antonyms, homophones</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the parts of speech</li> <li>● Understand the functions of words in sentences: subject, predicate, adjectives, adverbs, prepositions, direct object, indirect objects</li> <li>● Diagram sentences</li> <li>● Using verb tenses correctly</li> </ul>

<ul style="list-style-type: none"> <li>● Begin to determine meaning of words using Latin roots and affixes</li> </ul> <p>Resources:</p> <p>Sadlier Vocabulary Workshop...Blue Level</p>	<p>Resources:</p> <p>John Collins Writing Program 4-Square Writing Program</p>
<p style="text-align: center;"><b>Language: Understand, Edit Mechanics</b></p>	<p style="text-align: center;"><b>Writing</b></p>
<ul style="list-style-type: none"> <li>● Use correct capitalization, punctuation, and spelling</li> <li>● Use commas, apostrophes, quotation marks</li> <li>● Identify run-on sentences and fragments</li> </ul> <p>Resources:</p> <p>John Collins Writing Program 4-Square Writing Program</p>	<ul style="list-style-type: none"> <li>● Expand, combine, or reduce sentences to improve meaning</li> <li>● Eliminate run-ons and fragments in own work</li> <li>● Use graphic organizers: venn diagrams, attribute webs, 4-Square organizer, story maps, T charts</li> <li>● Summarize and paraphrase information</li> <li>● Outline information</li> <li>● Compose opinion pieces with clear point-of-view supported with reasons/evidence</li> <li>● Compose informative/explanatory pieces to examine a topic and convey ideas and information clearly</li> <li>● Develop topics with facts and details/ evidence/examples related to the topic</li> <li>● Compose the 5 paragraph 3 point essay</li> <li>● Write narratives of real or imaginary events</li> <li>● Writing with dialogue</li> <li>● Write a friendly letter</li> <li>● Compose a How-To paragraph</li> <li>● Compose a compare/contrast essay</li> <li>● Use technology for short research projects</li> </ul> <p>Resources:</p> <p>John Collins Writing Program 4-Square Writing Program</p>

# Math

<b>Objectives</b>	<b>BSS Difference</b>
<ul style="list-style-type: none"><li>• Demonstrate fluency with multi-digit addition, subtraction, multiplication, and division</li><li>• Apply an understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators</li><li>• Develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them</li><li>• Use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense</li><li>• Develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations.</li><li>• Apply understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths</li><li>• Use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers, to understand and explain why the procedures for multiplying and dividing finite decimals make sense</li><li>• Compute products and quotients of decimals to hundredths efficiently and accurately</li><li>• Recognize volume as an attribute of three-dimensional</li></ul>	<ul style="list-style-type: none"><li>• Small group and pair work to encourage collaboration and peer teaching</li><li>• Real life and cross curricular STREAM activities to extend and reinforce learning</li><li>• Use of DynaMath Scholastic Magazine to promote everyday use of math concepts</li><li>• Math games to encourage enjoyment in math</li></ul>

space

- Understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps
- Understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume
- Students will decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes
- Accurately measure necessary attributes of shapes in order to determine volumes to solve real-world and mathematical problems

# Science

<u>Skills &amp; Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
<p>Grade 5: Earth Science</p> <ul style="list-style-type: none"> <li>● Understand Earth’s relationship to the Sun, Moon, and other stars that explain               <ul style="list-style-type: none"> <li>○ (a) why people on Earth experience day and night</li> <li>○ (b) patterns in daily changes in length and direction of shadows over a day</li> <li>○ (c) changes in the apparent position of the Sun, Moon, and stars at different times during a day, over a month, and over a year.</li> </ul> </li> <li>● Support an argument with evidence that the gravitational force exerted by Earth on objects is directed toward Earth’s center.</li> <li>● Obtain and combine information about ways communities reduce human impact on the Earth’s resources and environment by changing an agricultural, industrial, or community practice or process.</li> <li>● Test a simple system designed to filter particulates out of water and propose one change to the design to improve it.</li> </ul>	<ul style="list-style-type: none"> <li>● McGraw-Hill SCIENCE - Earth Science</li>   <li>● FOSS kit: Soil, Rocks, and Landforms</li> </ul>	<p>STREAM unit - designing parachutes for use in different atmospheres</p>

Grade 5: Life Science

- Explore the process by which plants use air, water, and energy from sunlight to produce sugars and plant materials needed for growth and reproduction.
  - Describe the movement of matter among producers, consumers, decomposers, and the air, water, and soil in the environment to (a) show that plants produce sugars and plant materials
  - (b) show that animals can eat plants and/or other animals for food, and
  - (c) show that some organisms, including fungi and bacteria, break down dead organisms and recycle some materials back to the air and soil.
  
- Explore the parts and function of the eye.

Grade 5: Physical Science

- Explain common phenomena involving gases, and phase changes between gas and liquid and between liquid and solid.
  - Examples of common phenomena the model include adding air to expand a balloon, compressing air in a syringe, and evaporating water from a salt water solution.

- McGraw-Hill SCIENCE - Life Science

- Pearson: Project STEM, Building a Super Sneaker

Virtual and actual sheep eye dissection

- Measure and graph the weights (masses) of substances before and after a reaction or phase change to provide evidence that regardless of the type of change that occurs when heating, cooling, or combining substances, the total weight (mass) of matter is conserved.
- Observe and measure substances to describe characteristic properties of each, including color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility.
- Describe how each substance has a unique set of properties.
- Conduct an experiment to determine whether the mixing of two or more substances results in new substances with new properties (a chemical reaction) or not (a mixture).
- Use a model to describe that the food animals digest (a) contains energy that was once energy from the Sun, and (b) provides energy and nutrients for life processes, including body repair, growth, motion, body warmth, and reproduction.

#### Technological Systems

- Use informational text to provide examples of improvements to existing technologies (innovations) and the development of new technologies (inventions).
- Recognize that technology is any modification of the natural or designed

The Engineering Design Process program from the Science Museum of Boston, MA

Using MacBooks and iPads to graph obtained data.

world done to fulfill human needs or wants.

- Use sketches or drawings to show how each part of a product or device relates to other parts in the product or device.\*

# Social Studies

<u>Skills &amp; Learning Objectives</u>	<u>Content</u>	<u>BSS Difference</u>
<ul style="list-style-type: none"> <li>● Understand social, political and economic differences can lead to conflict and some expected and unexpected results</li> <li>● Analyze how when change is forced, it is more difficult</li> <li>● Explain why people will fight for beliefs and way of life</li> <li>● Understand that in wars, people and the environment are affected</li> <li>● Explain the resources of the West and expansion of nation</li> <li>● Analyze that while U.S. grew through Western expansion, Native Americans struggled to survive</li> <li>● Describe how growth of nation led to U.S. as a world power</li> <li>● Understand how inventions and technology changed the way people worked and lived</li> <li>● Describe how immigrants to the U.S. in the late 19th and early 20th centuries contributed</li> <li>● Understand social and economic reform movements in response to growth of cities and industry</li> <li>● Explain how poverty and prejudice in the South led to migration of many African Americans</li> </ul>	<p><b>Essential questions:</b></p> <ul style="list-style-type: none"> <li>● What is worth fighting for?</li> <li>● How did different groups experience the growth of the U.S.?</li> <li>● What are the costs and benefits of growth?</li> <li>● When does change become necessary?</li> <li>● How do people respond to good times and bad?</li> <li>● What is worth fighting for?</li> </ul> <p><b>Text: My World Social Studies, The Growth of Our Country</b></p> <ul style="list-style-type: none"> <li>● Civil War and Reconstruction</li> <li>● Expanding West and Overseas</li> <li>● Industry and Immigration</li> <li>● Struggle for Reform</li> <li>● Good times and Hardships/World War I</li> <li>● World War II</li> <li>● The Cold War</li> </ul>	<p>Use of instructional strategies that integrate reading and language arts skills:</p> <ul style="list-style-type: none"> <li>● Sequencing</li> <li>● Compare and contrast</li> <li>● Draw conclusions</li> <li>● Summarize</li> <li>● Cause and effect</li> <li>● Main idea and details</li> <li>● Fact and opinion</li> <li>● Generalize</li> </ul> <p>Scholastic News - integration of current events</p> <p>Short research projects</p> <p>Appropriate use of technology for research</p>

<ul style="list-style-type: none"> <li>● Analyze women’s fight for social and political equality through today</li> <li>● Recognize issues of isolation vs. involvement in WWI</li> <li>● Understand collapsed economy and environmental crisis of Great Depression</li> <li>● Explain how New Deal created a larger role for government</li> <li>● Understand factors leading to U.S. involvement in WWII</li> <li>● Analyze anti-Semitism and Holocaust during WWII and world-wide ramifications</li> </ul>	<ul style="list-style-type: none"> <li>● America Changes</li> <li>● Americans Today</li> </ul>	
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## **Religion**

*Note:* In the fall of 2016, the Archdiocese of Boston released detailed Faith Formation Standards for use in all Archdiocesan schools. BSS is currently using these standards to evaluate the content and objectives of our current Religion curriculum to ensure alignment with these standards for Grade 5.

See the curriculum page of our website for the Faith Formation Standards.