

# SCIENCE

## Interdependence



Ecosystems  
Observe and classify common Indiana organisms.  
Investigate the actions of different organisms.

## Patterns & Cycles

Our Place in Space  
Recognize that Earth is part of the solar system and the sun is the central and largest body.  
Observe and record how the sun appears to move across the sky in the same general way every day.  
Observe and draw the length and directions of shadows cast by the sun at several times during the day.  
Observe the patterns of the moon's cycle.

## Theory and Conservation

Properties of Matter  
Describe and measure volume and weight.  
Describe the differences between weight and mass.  
Demonstrate how weight of an object is identical to the weight its parts.  
Compare matter that has been added or lost when melting, freezing, or dissolving.

## Innovations

Design and Fiction  
Investigate technology that helps meet a need.  
Investigate the purpose of prototypes and models when designing a solution to a problem.  
Draw or build a prototype or model of a proposed design.

## Project Lead The Way

Project Lead The Way offers a different approach to learning and teaching. Through activity, project, and problem-based curriculum, PLTW gives school a chance to apply what they know, identify problems, find unique solutions, and lead their own learning. We are so excited to have this exciting enhancement to our science curriculum.

# SOCIAL STUDIES

## Quarter 1:

Native Americans  
Cultures and settlements  
Native Americans  
Settlements  
Map Skills  
Identify/Compare historic Indian groups  
Adaptation to physical environment  
Economic activities



## Quarter 2:

European Exploration  
Early European Exploration  
Reasons Europeans came to New World  
Coop./Conflict with NA and Europeans  
Spanish/French altered character and use of land  
Physical Features Influence historical events  
Incentives to motivate exploration

## Early Settlers:

Pre European Settlements  
Early Settlements  
Reasons for Settlement  
Colonists Alter Land  
Conflict of Settlers in NA  
Adapt to environment  
Physical features

## Quarter 3:

American Revolution  
Leaders  
Foreign Aid  
Women/Minorities  
Timelines  
Using Resources  
Historical Questions



## Constitution/Government

Consequences  
Constitution  
Bill of Rights  
Preamble  
Key Ideas  
Elections

Political Parties  
Rights  
Bill of Rights  
3 Branches

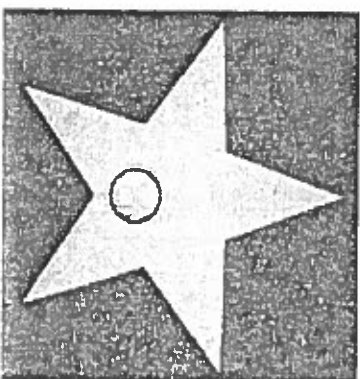
## Quarter 4:

Economics  
Budgeting/Personal Finance

## US Regions

Locate states, regions and major cities  
Map and describe characteristics of regions  
Locate continental divide and basins  
Identify major sources of fresh water

# WRE - 5<sup>th</sup> Grade Curriculum Alignment



Driven by information, powered by knowledge and energized by technology our world is changing quickly. In order for students to make reasoned decisions about their lives and contribute to their family, community, and nation they need more skills and knowledge than ever before. To meet these challenges, Indiana established world-class academic standards and the Common Core Standards that clearly outline what students should know and be able to do at each grade level and subject area.

# LANGUAGE ARTS

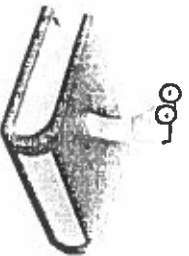
## Literature Standards:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Describe how a narrator's or speaker's point of view influences how events are described.
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
- Compare and contrast stories in the same genre on their approaches to similar themes and topics.



## Informational Text Standards

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to question quickly or to solve a problem efficiently.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points).
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.



## Writing Standards

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence.
- Produce clear or coherent writing in which the development and organization are appropriate to task, purpose, audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type an minimum of two pages in a single sitting.
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

The Language Arts standards will spiral throughout the year. You may notice us touching the same standards multiple times. We will be looking at those standards through different types of texts and genres.