

Curriculum Mapping

First Quarter

Grade 5

Math	Reading (Goals 1-3)	Writing (Goals 4-5)	Science	Social Studies	Healthful Living
	<p>1.06 Reads independently daily from self-selected materials. (Ongoing)</p> <p>1.01 Expands and refine vocabulary through knowledge of prefixes, suffixes, and roots</p> <p>1.02 Uses context clues to discern the meanings of unfamiliar vocabulary.</p> <p>2.03 Reads a variety of texts: fiction, poetry, and drama. (narrative, lyric, and cinquains)</p> <p>2.04 Reads and comprehends grade appropriate text including poetry.</p> <p>2.024 making predictions</p> <p>2.023 formulating questions</p> <p>3.014 Responds to text by creating and presenting a product that effectively demonstrates a personal response to a selection or experience.</p> <p>2.104 elaborating on the information and ideas presented</p> <p>2.01 Uses metacognitive</p>	<p>Move through the 5 steps of the Writing Process</p> <p>4.021 Discuss</p> <p>4.025 Explain own learning</p> <p>4.05 Uses a variety of preliminary strategies to plan and organize the writing and speaking task considering the purpose.</p> <p>4.06 Composes a draft that elaborates on major ideas and adheres to the topic.</p> <p>4.07 Composes a variety of texts using self-selected and assigned topics and formats including poetry.</p> <p>5.04 Demonstrates understanding in speaking and writing by using nominative, objective, and possessive pronouns.</p> <p>4.083 creating simple or complex sentences for clarity or impact.</p>	<p>Cochrane</p> <p>Goal 1: Ecosystem</p> <p>1.01 Assess a variety of ecosystems (a community of organisms and it's interaction with the environment).</p> <p>1.02 Determine the function of organisms within the population of the ecosystem: producers, consumers, and decomposers.</p> <p>1.03 Evaluate the variety of organisms an ecosystem can support.</p> <p>1.04 Relate the role of light, range of temperatures, and soil composition to an ecosystem's capacity to support life.</p> <p>1.05 Evaluate the major source of energy for ecosystems (sunlight) and how it is passed from organism to organism in food webs.</p> <p>1.06 Assess the interaction of organisms with one another within an ecosystem.</p>	<p>1.01 Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States and other countries of North America.</p> <p>1.02 Analyze how absolute and relative location influence ways of living in the United States and other countries of North America.</p> <p>1.03 Compare and contrast the physical and cultural characteristics of regions within the United States, and other countries of North America.</p> <p>1.04 Describe the economic and social differences between developed and developing regions in North America.</p> <p>1.05 Explain how and</p>	<p>6.1 Explain motivations for drug use and healthful alternatives.</p> <p>6.2 State long-term and short-term effects of tobacco products, including spit tobacco.</p> <p>6.3 State rational counter-arguments to pressure to use drugs, alcohol, or tobacco products.</p> <p>6.4 Identify social norms of a variety of people (parents, peers, media, teachers, faith leaders, police, health care professionals) regarding substance abuse.</p>

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	<p>strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g. skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question)</p> <p>2.101 asking questions</p>	<p>5.05 Elaborates information and ideas in speaking and writing by using coordinating conjunctions. (e.g. and, but, or, nor, so yet) and/or subordinating conjunctions (e.g. after, although, as if, as long as, when, where, unless, etc.)</p> <p>5.01 Spells most commonly used words accurately using a multi-strategy approach to the learning of new words.</p> <p>5.03 Consistently uses correct capitalization and punctuation including commas in compound sentences.</p> <p>5.08 Creates readable documents through legible handwriting.</p>	<p>Enis</p> <p>Goal 3: Landforms</p> <p>3.01 Summarize changes to the earth caused by erosion, weathering, and mass wasting.</p> <p>3.02 Compare and contrast the stages of stream erosion and the valleys they produce.</p> <p>3.03 Compare and contrast the rock structure and relief of plains, plateaus, and mountains.</p> <p>3.04 Assess the apparent jigsaw fit of the continents</p> <p>Rowland</p> <p>Goal 4: Weather</p> <p>4.01 Analyze the water cycle.</p> <p>4.02 Analyze the formation of clouds and their relation to weather systems.</p> <p>4.03 Relate global patterns of atmospheric movement to local weather.</p> <p>4.04 Compile weather data to establish climate</p>	<p>why population distribution differs within and between countries of North America.</p> <p>1.06 Explain how people of the United States and other countries of North America adapt to, modify, and use their physical environment.</p> <p>1.07 Analyze the past movement of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today.</p> <p>2.01 Analyze major documents that formed the foundations of the American idea of constitutional government.</p> <p>2.02 Describe the similarities and differences among the local, state, and national levels of government in the United States and</p>	

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			trends. 4.05 Evaluate the effects that oceans have on weather and climate.	explain their legislative, executive, and judicial functions. 2.03 Recognize how the United States government has changed over time. 2.04 Compare and contrast the government of the United States with the governments of Canada, Mexico, and selected countries of Central America.	