

Marysville Exempted Village School District

# Essential Learning

FOR

GRADE 5



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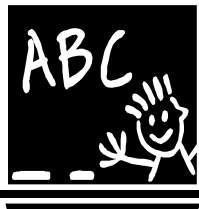


Marysville Exempted Village School District

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Larry Zimmerman, Superintendent

# WHAT YOUR CHILDREN WILL BE TAUGHT IN GRADE 5



This guide provides parents with a description of the concepts and skills children will be taught in Language Arts, Mathematics, Science, and Social Studies during the coming school year. An overview of Health is also included. The intermediate program is supportive and nurturing and provides students with numerous opportunities to learn and grow. MEVSD teachers use instructional strategies to excite, motivate and challenge all students. Throughout the intermediate program, students learn to identify various sources of information and how to gather, record and organize it. They are introduced to and use many forms of writing for various purposes and audiences. Each learner uses technology tools as he/she engages in learning experiences across subject areas. A variety of assessment strategies are used to determine each student's progress and instructional needs. Your child's progress report will reflect his or her learning of these concepts and skills.

## ENGLISH LANGUAGE ARTS

### Acquisition of Vocabulary

- Use context clues to find the meaning of words.
- Use context clues to find the meanings of synonyms, antonyms and homonyms.
- Identify connotation and denotation of words.
- Identify and understand the uses of similes and metaphors.
- Use word origins, prefixes, suffixes and root words to determine word meaning.
- Identify the meanings of abbreviations.
- Use dictionaries, thesauruses, definitional footnotes and technology to determine the meanings of words.

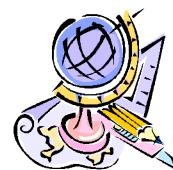
### Reading Processes: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

- Establish reading for understanding, enjoyment, solving problems or interpreting.
- Make predictions and support ideas with examples from different parts of the text.
- Make critical comparisons across texts.
- Summarize and recognize that there may be several important ideas in a text.
- Make and provide justification for inferences.
- Use graphic organizers to interpret information.
- Answer literal, inferential and evaluative questions.
- Skim, scan, read on or read again to adjust understanding of the text.
- List questions and look for answers as you read.
- Choose books based on interest, genres and authors.
- Read independently for various purposes.



### Reading Applications: Informational, Technical and Persuasive Text

- Use text features, such as chapter titles, headings, subheadings; parts of books including the index and table of contents; and on line tools to locate information.
- Identify cause and effect.
- Give details about a topic from different sources.
- Summarize the main ideas and details.
- Study information found in maps, charts, tables, graphs and diagrams.
- Clarify steps in proper sequence of events.
- Know the difference between fact and opinion.
- Distinguish important from unimportant information.
- Know the author's purpose for writing.



### Reading Applications: Literary Text

- Explain the character's thoughts, words and actions.
- Explain the setting of the story.
- Identify, in order, the main events of the story.
- Know who is telling the story and how that affects the text.
- Understand what is directly and indirectly stated in the text.
- Know the characteristics of poetry, drama, chapter books, biographies, fiction and non-fiction.
- Understand how the author uses words to create the mood of the story.
- Identify figurative language such as idiom, simile, hyperbole, metaphor and personification.

### Writing Processes: Prewriting

- Generate writing ideas through discussions with others and from printed material. Keep a list of writing ideas.
- Use background information and conduct interviews or surveys when necessary.
- State the main idea for writing.
- Determine a purpose and audience.
- Use tools to organize writing such as outlines, diagrams, maps, webs and Venn diagrams.

## Writing Processes: Drafting, Revising and Editing

- Organize writing with an introduction, important details and events and a conclusion.
- Use both simple and compound sentences.
- Group similar ideas into paragraphs that include a topic sentence and supporting details.
- Use language that relates to the audience and purpose for writing.
- Use available technology to write text.
- Proofread and revise all written work.
- Add and delete information to better understand the main idea.
- Rearrange words, sentences, and paragraphs, and add words and phrases to make the meaning more clear.
- Use resources and reference materials ( dictionaries, thesauruses ) to select more effective vocabulary.
- Edit grammar, spelling, punctuation and capitalization.
- Correct fragments and run-on sentences.
- Use a checklist, rubric, and oral feedback to judge the quality of writing.



## Research

- Gather information on a topic or question.
- Gather information from various sources.
- Summarize important information from the sources.
- Compare and contrast important information and select sources that support the central idea.
- Define plagiarism and acknowledge sources of information.
- Present information in a variety of communication techniques ( oral, visual, written, multimedia ).

## Communication: Oral and Visual

- Demonstrate active listening by asking questions, giving eye contact and responding.
- Give main idea, supporting details and purpose of presentations.
- Identify the speaker ' s purpose.
- Distinguish between speaker ' s opinions and facts.
- Use appropriate English grammar with clear words and volume.
- Give presentations that show an understanding of the topic and logically sequence information.
- Support the main idea with facts and details.
- Organize information including an introduction, body and conclusion.
- Use visual materials such as diagrams, charts and illustrations.
- Use several sources and identify sources used.
- Deliver formal and informal presentations.
- Deliver persuasive presentations that give a clear position, follow an organized structure and include evidence that supports the main idea.

## Writing Processes: Publishing

- Publish and display a clear written piece to share with others.

## Writing Applications

- Write a story with a consistent point of view, using description and dialogue to develop characters and setting.
- Write responses to novels, stories and poems that give a clear understanding of what is taking place.
- Write letters that make requests, give compliments and use a business format.
- Write reports and essays that include an introduction, body and conclusion.
- Write journals, notes and poems.

## Writing Conventions

- Spell high-frequency words, contractions, roots, suffixes and prefixes correctly.
- Use commas, end marks, apostrophes and quotation marks correctly.
- Use correct capitalization.
- Use nouns, pronouns, verbs, adverbs, prepositions and prepositional phrases.
- Use objective and nominative case pronouns.
- Use indefinite and relative pronouns.
- Use conjunctions and interjections.

## MATHEMATICS

### Number Sense and Operations

- Use models and visual representation to develop the idea of ratio and percents as part to part and part to whole.
- Use forms of " one " to show how fractions are equal.
- Identify and make new forms of fractions, decimals and percents.
- Round decimals to a given place value and round fractions to the nearest half.
- Recognize and identify perfect squares and roots of squares.
- Represent and compare numbers less than 0 by extending a number line below 0 or by using familiar applications like temperature.
- Simplify and compute using communities, associative, distributive, identify and inverse properties.
- Solve problems by identifying and using relationships between operations.

## Number Sense and Operations (Continued)

- Simplify numerical expressions using order of operations including parenthesis.
- Explain why fractions need common denominators.
- Explain how place value is related to addition and subtraction of decimals.
- Use models, reference points and equivalent forms to add and subtract commonly used fractions with like and unlike denominators and decimals.
- Estimate the results of computing numbers, fractions and decimals.

## Measurement

- Identify and select units to measure angles, like using degrees.
- Identify paths between points on a grid as shortest path or equal path.
- Show the difference between covering faces or surface of a figure and filling the inside (volume) of a three-dimensional figure.
- Demonstrate understanding of differences among linear, square and cubic units.
- Make conversions within the same measurement system while computing.
- Use strategies to develop formulas to figure perimeter and area of figures and volume of prisms.
- Use benchmark angles to estimate measure of angles and use a tool to measure angles or draw angles.

## Geometry and Spatial Sense

- Draw circles and explain the relationship among radius, diameter, center and circumference.
- Describe line, segment, ray, angle, skew, parallel and perpendicular.
- Label vertex, ray, interior and exterior of an angle.
- Solve problems by describing and using properties of congruent figures.
- Use models to determine the sum of interior angles of figures.
- Draw coordinate systems (x and y axes) to include negative numbers.
- Understand that an angle is measured by the degree of rotation of angle not by length of side.
- Predict what three-dimensional object will result from folding over a flat net and then confirm by doing it.

## Patterns, Functions and Algebra

- Show a rule for a pattern using a physical model or words or a table or graph.
- Use calculators/computers to develop patterns and generalize them in graphs and tables.
- Use variables in describing patterns.



- Create and explain the meaning of equations and inequalities representing problems.
- Model problems using a variety of physical materials and representations.
- Explain how changes affect values of variables.

## Data Analysis and Probability

- Read, construct and interpret frequency tables, circle graphs and line graphs.
- Select and use the correct graph to display data appropriately.
- Read and interpret complex displays of data.
- Determine what data to collect to answer questions, collect it, display it and tell what it means.
- Change conclusions and propose new interpretations or predictions as additional data is collected.
- Use range, mean, median and mode and explain what each means and indicates about a set of data.
- List and explain all possible outcomes in a given situation.
- Identify the probability of events within a simple experiment.
- Use 0 and 1 and ratios to represent the probability of an outcome.
- Compare what should happen and what does happen in an experiment.
- Make predictions based on probability.



## SCIENCE

### Earth and Space

- Describe how night and day are caused by Earth's rotation.
- Explain that Earth is one of several planets to orbit the Sun and that the Moon orbits Earth.
- Describe the characteristics of Earth and its orbit about the Sun (e.g., three-fourths of Earth's surface covered by a layer of water [some of it frozen], the entire planet surrounded by a thin blanket of air, elliptical orbit, tilted axis, spherical planet.)
- Explain that stars are like the Sun, some being smaller and some larger, but so far away that they look like points of light.
- Explain how the supply of many non-renewable resources is limited and can be extended through reducing, reusing and recycling but cannot be extended indefinitely.
- Investigate ways Earth's renewable resources (e.g., fresh water, air, wildlife, trees) can be maintained.

### Life Sciences

- Describe the role of producers in the transfer of energy entering ecosystems as sunlight to chemical energy through photosynthesis.
- Explain how almost all kinds of animals' food can be traced back to plants.

- Trace the organization of simple food chains and food webs ( e.g., producers, herbivores, carnivores, omnivores, and decomposers ).
- Summarize that organisms can survive only in ecosystems in which their needs can be met ( e.g., food, water, shelter, air, carrying capacity, waste disposal ). The world has different ecosystems and distinct ecosystems support the lives of different types of organisms.
- Support how an organism 's patterns of behavior are related to the nature of that organism 's ecosystem, including the kinds and numbers of other organisms present, the availability of food and resources, and the changing physical characteristics of the ecosystem.
- Analyze how all organisms, including humans, cause changes in their ecosystems and how these changes can be beneficial, neutral or detrimental ( e.g., beaver ponds, earthworm burrows, grasshoppers eating plants, people planting and cutting trees, people introducing a new species ).



### Physical Sciences

- Define temperature as the measure of thermal energy and describe the way it is measured.
- Trace how thermal energy can transfer from one object to another by conduction.
- Describe that electrical current in a circuit can produce thermal energy, light, sound and/or magnetic forces.
- Trace how electrical current travels by creating a simple electric circuit that will light a bulb.
- Explore and summarize observations of the transmission, bending ( refraction ) and reflection of light.
- Describe and summarize observations of the transmission, reflection, and absorption of sound.
- Describe that changing the rate of vibration can vary the pitch of a sound.

### Science and Technology

- Investigate positive and negative impacts of human activity and technology on the environment.
- Revise an existing design used to solve a problem based on peer review.
- Explain how the solution to one problem may create other problems.

### Scientific Inquiry

- Select and safely use the appropriate tools to collect data when conducting investigations and communicating findings to others ( e.g., thermometers, timers, balances, spring scales, magnifiers, microscopes, and other appropriate tools ).
- Evaluate observations and measurements made by other people and identify reasons for any discrepancies.

- Use evidence and observations to explain and communicate the results of investigations.
- Identify one or two variables in a simple experiment.
- Identify potential hazards and/or precautions involved in an investigation.
- Explain why results of an experiment are sometimes different ( e.g., because of unexpected differences in what is being investigated, unrealized differences in the methods used or in the circumstances in which the investigation was carried out, and because of errors in observations ).

### Scientific Ways of Knowing

- Summarize how conclusions and ideas change as new knowledge is gained.
- Develop descriptions, explanations and models using evidence to defend/support findings.
- Explain why an experiment must be repeated by different people or at different times or places and yield consistent results before the results are accepted.
- Identify how scientists use different kinds of ongoing investigations depending on the questions they are trying to answer ( e.g., observations of things or events in nature, data collection, controlled experiments ).
- Keep records of investigations and observations that are understandable weeks or months later.
- Identify a variety of scientific and technological work that people of all ages, backgrounds and groups perform.

## SOCIAL STUDIES

### History

- Create time lines and identify possible relationships between events.
- Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.
- Explain why European countries explored and colonized North America.
- Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.
- Explain how the United States became independent from Great Britain.
- Explain the impact of settlement, industrialization and transportation on the expansion of the United States.



### People in Societies

- Compare the cultural practices and products of diverse groups in North America including: artistic expressions, religion, language, food, clothing and shelter.

## People in Societies (Continued)

- Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.
- Describe the experiences of African-Americans under the institution of slavery.
- Describe the waves of immigration to North America and the areas from which people came in each wave.
- Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.

## Geography

- Use coordinates of latitude and longitude to determine the absolute location of points in North America.
- Use maps to identify the location of, the three largest countries of North America, the 50 states of the United States, the Rocky and Appalachian mountain systems, the Mississippi, Rio Grande and St. Lawrence rivers and the Great Lakes.
- Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.
- Explain how climate is influenced by; earth-sun relationships, landforms, and vegetation.
- Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America.
- Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North America including, forests, fertile soil, oil, coal and running water.
- Analyze reasons for conflict and cooperation among regions of North America including, trade, environmental issues, and immigration.
- Explain how the characteristics of different physical environments affect human activities in North America.
- Analyze the positive and negative consequences of human changes to the physical environment including, Great Lakes navigation, highway systems, irrigation, mining and introduction of new species.
- Use or construct maps of colonization and exploration to explain European influence in North America.



## Economics

- Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.
- Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce and for whom to produce.
- Explain how education, specialization, capital goods and the division of labor affect productive capacity.

- Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.
- Explain the general relationship between supply, demand and price in a competitive market.

## Government

- Explain major responsibilities of each of the three branches of the United States government: the legislative branch, headed by Congress, passes laws; the executive branch, headed by the president, carries out and enforces the laws made by Congress; the judicial branch, headed by the Supreme Court, interprets and applies the law.
- Explain the essential characteristics of American democracy including: the people are the source of the government's authority; all citizens have the right and responsibility to vote and influence the decisions of the government; the government is run directly by the people or through elected representatives; the powers of government are limited by law; and basic rights of individuals are guaranteed by the Constitution.
- Explain the significance of the Declaration of Independence and the United States Constitution.

## Citizenship Rights and Responsibilities

- Explain how an individual acquires United States citizenship including birth and naturalization.
- Explain the obligations of upholding the United States Constitution including, obeying laws, paying taxes, serving on juries and registering for selective service.
- Explain the significance of the rights that are protected by the First Amendment including, freedom of religion, freedom of speech and freedom of the press.

## Skills and Methods

- Obtain information from a variety of print and electronic sources and analyze its reliability including, accuracy of facts and credentials of the source.
- Locate information in a variety of sources using key words, related articles and cross-references.
- Differentiate between primary and secondary sources.
- Read information critically in order to identify the author, the author's perspective and the purpose.
- Compare points of agreement and disagreement among sources.
- Draw reference from relevant information.
- Organize key ideas by taking notes that paraphrase or summarize.
- Communicate research findings using line graphs and tables.

- Use a problem-solving/decision-making process which includes identifying a problem, gathering information, listing and considering options, considering advantages and disadvantages of options, choosing and implementing a solution, developing criteria for judging its effectiveness and evaluating the effectiveness of the solution.

## Health

### **Alcohol, Tobacco, and Other Drug Use**

- Summary factual information on tobacco, inhalants, cocaine, and steroids.
- Identify drugs that have harmful effects on the respiratory system.
- Describe the harmful effects of using tobacco, smokeless tobacco, marijuana, inhalants, other drugs.

### **Injury Prevention, Safety, and First Aid**

- Identify situations that may lead to trouble.
- Describe situations that necessitate telling an adult.
- Use steps for problem solving and decision making in a situation involving safety with wheeled equipment.

### **Nutrition**

- List the food groups and recommended servings.
- Identify both factual and misleading food label information.

### **Family Life and Sexuality**

- Define changes of puberty.
- Explain the different stages of life and tasks appropriate for each stage.
- Clarify behaviors that make refusal skills effective.

### **Mental and Emotional Health**

- Explain how to handle strong emotion.
- Identify exercise, sleep, and rest as a positive way to handle stress and promote health.
- Classify positive, negative, actual, and perceived peer pressure.

### **Personal and Consumer Health**

- Summarize the ways the body defends against disease.
- Describe positive ways to handle stress.
- Demonstrate appropriate knowledge/skills to care for own personal hygiene.
- Identify and label the human skeletal system.
- Identify and label the parts of the digestive system.

### **Environmental Health**

- List possible affects of air pollution in living things.
- List some of the major air pollutants and identify their sources.
- Use the steps for negotiation in a situation involving keeping the air clean and odor free.



### **For More Information:**

#### **Marysville Schools Website**

<http://www.marysville.k12.oh.us>

#### **Ohio Department of Education Website**

<http://www.ode.state.oh.us>

#### **For Standards Guides for Families**

( In the search box type Standards Guides for Families )

#### **For Ohio 's Statewide Testing Website**

( See-Other Popular Links-at-the bottom of the ODE Home Page )

