

Quarterly Theme: How do our choices influence the future?
5th Grade Essential Question: How can we build tomorrow’s world in a responsible way?

Standards of Learning:

ENVIRONMENT

Standard 1:
Ecological, Social, and Economic Systems
 Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, regional, national, and global levels.

Standard 2:
The Natural and Built Environment
 Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments.

Standard 3:
Sustainability and Civic Responsibility
 Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.

Related Environmental Objectives:

Students will be able to:

- Apply environmental lessons learned from past civilizations to understand current environmental problems.
- Identify a current environmental issue, and use a graphic organizer to describe the possible causes for it.
- Create and carry out a plan to improve their local area.

Related Integrated Activities:

- [PLT- 94 The Rivers of Babylon](#) The students will understand that governments change and evolve over the years. Such changes affect the lives of the citizens, as well as, resource management and environmental polices. E5.1, 5.3, 5.6
- [PLT – 96 Improve Your Place](#) Students will identify ways they can improve their local area. E5.1, 5.3, 5.8

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Standards of Learning:

SCIENCE

- 5.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations
- 5.4 The student will investigate and understand that matter is anything that has mass and takes up space; and occurs as a solid, liquid, or gas. Key concepts include
 - a) distinguishing properties of each phase of matter;
 - b) the effect of temperature on the phases of matter;
 - c) atoms and elements;
 - d) molecules and compounds; and
 - e) mixtures including solutions.
- 5.7 The student will investigate and understand how Earth’s surface is constantly changing. Key concepts include
 - a) identification of rock types;
 - b) the rock cycle and how transformations between rocks occur;
 - c) Earth history and fossil evidence;
 - d) the basic structure of Earth’s interior;
 - e) changes in Earth’s crust due to plate tectonics;
 - f) weathering, erosion, and deposition; and
 - g) human impact.

Related Environmental Objectives:

The student will:

- Identify and describe the components of the rock cycle.
- Compare and contrast the changes in the Earth’s surface.

Related Integrated Activities:

- Changes in the earth’s crust
- Baggy Science
- Wood and Pond Ecology
- Molecular Motion in Water

Smart Board Activities

<http://saalem.k12.va.us/itrt/elementary/links/smartboard/SBscience.htm>

Web-based Activities

<http://www2.mcdaniel.edu/Graduate/TI/pages/LEWIS/matterweb.htm>

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Standards of Learning:

SOCIAL STUDIES

- USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;
 - make connections between the past and the present;
 - sequence events in United States history from pre-Columbian times to 1865;
 - interpret ideas and events from different historical perspectives;
 - evaluate and discuss issues orally and in writing;
 - analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
 - distinguish between parallels of latitude and meridians of longitude;
 - interpret patriotic slogans and excerpts from notable speeches and documents;
 - identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.
- USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by
- identifying the issues of dissatisfaction that led to the American Revolution;
 - identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;
 - describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry;
 - explaining reasons why the colonies were able to defeat Great Britain.
- USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by
- identifying the weaknesses of the government established by the Articles of Confederation;
 - describing the historical development of the Constitution of the United States;
 - describing the major accomplishments of the first five presidents of the United States.

Related Environmental Objectives:

The student will:

- Compare their own lifestyle with those of traditional American Indians and early pioneers. US1.1

Related Integrated Activities:

- Colonial Stamps
- Common Sense
- Conflict and Revolution Timeline
- Famous Early Americans
- Patrick Henry’s Speech
- Cultural and Lifestyles of the American Indian
- Shadow Box Artifacts Observation Chart

Web-based activities:

<http://edtech.kennesaw.edu/web/amrevol.html>

<http://www.nationalgeographic.com/xpeditions/atlas/>

[Basic Map Skills Instructional](#) PowerPoint

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Standards of Learning:

READING

- 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.
 - a) Participate in and contribute to discussions across content areas.
 - b) Organize information to present reports of group activities.
 - c) Summarize information gathered in group activities.
- 5.2 The student will use effective nonverbal communication skills.
 - a) Maintain eye contact with listeners.
 - b) Use gestures to support, accentuate, and dramatize verbal message.
 - c) Use facial expressions to support and dramatize verbal message.
 - d) Use posture appropriate for communication setting.
- 5.4 The student will read fiction and nonfiction with fluency and accuracy.
 - a) Use context to clarify meaning of unfamiliar words.
 - b) Use knowledge of root words, prefixes, and suffixes.
 - c) Use dictionary, glossary, thesaurus, and other word-reference materials.

Anchor Text Bibliography:

Bolden, Tonya - *George Washington Carver*
 Buchholz, Rachel - *How to Survive Anything*
 Say, Allen - *Drawing from Memory*
 Walker, Alice - *Langston Hughes: American Poet*
 Lasky, Kathryn - *The Man Who Made Time Travel*
 Winters, K. *Colonial Voices: Hear Them Speak*
 Greenfield, E. *The Great Migration: Journey to the North*

Web-based Activities:

[Hundreds of Movie Clips for Language Arts](#)

[Free Reading Resources & Lessons](#)

<http://nancykeane.com/booktalks/title.htm>

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Standards of Learning:

READING CONT'D

- 5.5 The student will read and demonstrate comprehension of fiction.
- a) Describe the relationship between text and previously read materials.
 - b) Describe character development in fiction and poetry selections.
 - c) Describe the development of plot and explain how conflicts are resolved.
 - d) Describe the characteristics of free verse, rhymed, and patterned poetry.
 - e) Describe how an author's choice of vocabulary and style contributes to the quality and enjoyment of selections.

WRITING

- 5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.
- a) Choose planning strategies for various writing purposes.
 - b) Organize information.
 - c) Demonstrate awareness of intended audience.
 - d) Use precise and descriptive vocabulary to create tone and voice.
 - e) Vary sentence structure.
 - f) Revise writing for clarity.
 - g) Use available technology to access information.

- 5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.
- a) . Use plural possessives.
 - b) Use adjective and adverb comparisons.
 - c) Identify and use interjections.
 - d) Use apostrophes in contractions and possessives.
 - e) Use quotation marks with dialogue.
 - f) Use commas to indicate interrupters and in the salutation and closing of a letter.
 - g) Use a hyphen to divide words at the end of a line.
 - h) Edit for clausal fragments, run-on sentences, and excessive coordination.

Related Inquiry Unit Texts:

Inquiry Question: How can we solve problems?

Curriculum Connection: Personal and Social Development: demonstrate an ability to use problem-solving strategies in a variety of social contexts.
Big Ideas: responsibility, respect

Inquiry Question: How do we care for the world?

Text-Type Writing Study: Persuasive Response: stating reasons
Curriculum Connection: Science: demonstrate understanding and care for the natural world and the need to care for and respect the environment
Big Ideas: stewardship, sustainability

Related Integrated Activities:

The students will: Environmental Writing Prompts

Prompt 1. Have you ever been to the ocean? If so, what were your feelings the first time you saw that vast body of water? If not, create a story in which you see the ocean and play around on the beach for the first time.

Prompt 2. In your lifetime, what are some of the more exotic natural locations you want to go? The rainforest? The Arctic Circle? List at least five different natural habitats. Pick one and then write a story about your trip there.

Prompt 3. Pick your favorite animal that lives out in the wild. Create a story in which you become that animal for a day and have to figure out how to survive in nature. Write about what you eat, what you do and what other animals you hang out with.

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Standards of Learning:

MATHEMATICS

- 5.8 The student will
 - a) find perimeter, area, and volume in standard units of measure;
 - b) differentiate among perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation;
 - c) identify equivalent measurements within the metric system;
 - d) estimate and then measure to solve problems, using U.S. Customary and metric units; and
 - e) choose an appropriate unit of measure for a given situation involving measurement using U.S. Customary and metric units.
- 5.9 The student will identify and describe the diameter, radius, chord, and circumference of a circle.
- 5.11 The student will measure right, acute, obtuse, and straight angles.
- 5.12 The student will classify
 - a) angles as right, acute, obtuse, or straight; and
 - b) triangles as right, acute, obtuse, equilateral, scalene, or isosceles.
- 5.13 The student, using plane figures (square, rectangle, triangle, parallelogram, rhombus, and trapezoid), will
 - a) develop definitions of these plane figures; and
 - b) investigate and describe the results of combining and subdividing plane figures.
- 5.4 On-Going
- 5.5 On- Going

Related Integrated Activities:

Adventure with the Fish Pond: Math Modeling

1. [SOL 5.8 Area and Perimeter SMARTBoard](#) Notebook (Preview with [Notebook Express](#))
2. [Volume of Rectangular Prisms Practice](#) Notebook (Preview with [Notebook Express](#))
3. [Parallelogram Area & Perimeter Instructional](#) Notebook (Preview with [Notebook Express](#))
4. [Area of a Triangle Instructional](#) Notebook (Preview with [Notebook Express](#))
5. [Area of irregular Pologons Practice](#) Notebook (Preview with [Notebook Express](#))
6. [Perimeter & Area Instructional](#) Notebook (Preview with [Notebook Express](#))

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Standards of Learning:

ART

- 5.3 The student will use the elements of art—line, shape, form, color, value, texture, and space—to express ideas, images, and emotions.
- 5.4 The student will create repeating patterns, using translation (slide), reflection (flip), and rotation (turn).
- 5.5 The student will use the principles of design, including proportion, rhythm, balance, emphasis, variety, contrast, and unity, to express ideas and create images.
- 5.6 The student will develop ideas for works of art by brainstorming, conducting research, and making preliminary sketches.
- 5.11 The student will emphasize spatial relationships in works of art.
- 5.14 The student will use three-dimensional art media to create a sculpture in the round, high relief, or bas-relief.
- 5.28 The student will discuss the role of art and artists in society.

Related Environmental Objectives:

The student will:

- Use recyclable materials to create everyday objects for use in and around the house or gardens.
- Explore plant life by participating in environmental art activities. Utilize construction paper and shapes to create fictional trees in class.

Related Integrated Activities:

[Earth Day Crafts](#)

- [GALLERY: Recycled Crafts](#)
- [Eggshell Planter](#)
- [Egg Carton Bug Mobile](#)
- [Tin Can Herb Garden](#)
- [More Earth Day Crafts](#)

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Standards of Learning:

MUSIC	<p>5.4 The student will respond to music with movement.</p> <ol style="list-style-type: none"> 1. Perform choreographed and non-choreographed movements. 2. Perform dances and games from various cultures, including traditional folk dances. 3. Use body percussion. 	<p><u>Related Environmental Objectives:</u></p> <ul style="list-style-type: none"> • Students explore plant life by participating in environmental art activities. • Students utilize construction paper and shapes to create fictional trees in class. Students recite tree songs and act out a tree growth role-play in front of the class. <p><u>Related Integrated Activities:</u></p> <p>Create a musical performance using only natural materials.</p> <p>A nature art exercise: In small groups, students search for leaves of different shades and colors and create a "leaf rainbow".</p> <p>Where is your favorite place in nature? Write a description, draw or picture or describe the place to someone else. What makes it special?</p>
	<p>5.7 The student will identify theme and variations form.</p>	
	<p>5.11 The student will place music examples into broad categories of style.</p> <ol style="list-style-type: none"> 1. Use music terminology to compare and contrast a variety of music styles. 2. Explore how vocal style contributes to the quality and enjoyment of musical selections. 3. Explore and perform a variety of music styles. 4. Identify notable characteristics of the music of world cultures. 5. Identify a composer and one musical composition from each of four different periods of music history. 	

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Standards of Learning:

HEALTH & PE

- 5.5 The student will explain how peers, families, and community groups work together to build a healthy community. Key concepts/skills include
- a) collaborative support for environmental issues;
 - b) the existence of customs and traditions;
 - c) promotion of the value of community health and wellness;
 - d) examination of community health issues;
 - e) development of community health projects;
 - f) promotion of volunteerism and community service.

Related Environmental Objectives:

Students will:

- Understand how to evaluate environmental health problems. Based on the **ToxRap curricula** and taken from **The Case of the Green Feathers**.

Related Integrated Activities:

Lemon and Onions: This entertaining and educational activity gives elementary and middle school students a hands-on lesson in evaluating environmental health problems. In a well controlled activity, students smash lemons and onions to observe what happens when they are exposed to the odors. Then they participate in a demonstration that links together the health problem, the hazard, and the people who are exposed. Afterwards they use the concept of links in a discussion about how scientists reach a conclusion that a hazard is responsible for causing health problems in people.

<http://www.niehs.nih.gov/health/scied/scientists/activities/>

INSTRUCTIONAL ELEMENTS

Key Vocabulary	Instructional Strategies	Instructional Materials	Technology
Right angle Obtuse angle Acute angle Right, obtuse, and acute triangles Isosceles, equilateral, and scalene triangle Plane figures Tectonic plates Metamorphic, sedimentary, and igneous rocks Crust Mantle Core	<ul style="list-style-type: none"> • Integrating content into • Language Arts activities • Author/Illustrator studies • Book talks • Web-based inquiry • Experiential learning (projectbased) • Direct instruction • Small group work • Reflective discussions • Comparing/contrasting • Peer partner learning 	<ul style="list-style-type: none"> • Websites referenced in VDOE • Natural materials from Forest Hill Park • Related texts • Assessment resources • Graphic organizers • Project Learning Tree guide • Computers • Digital Cameras • City, state, region, and country maps. • Journals • Charts and Graphs • LCD Projector • Crayons, markers, paints • Rulers • White boards and markers • Sorts • Index cards • stick notes • reusable materials 	<ul style="list-style-type: none"> • Web resources • United Streaming • Powerpoint • Publisher • Word • Evernote • Wikis • Audacity • Webquest • Blogspots

INQUIRY PROJECT & CULMINATING ACTIVITY

Goal:

The 5th grade class will work together to research symmetry and congruency in nature then plan and execute an Art Gallery Exposition.

Elements:**TLW:**

- A. Create drawings using geometric concepts. (angles, triangles, and combination of plane figures...)
- B. Geometry in nature scrapbook (rocks, soil, minerals, earth...)
- C. 3D Art of different systems (atom composition, layers of the earth, fossils,)
- D. Nature poems

Pacing:

This project will be executed in 9 weeks. In-class work will be completed during the inquiry block. Component pieces may be executed as home-based projects at the discretion of the classroom teacher.

Evaluation and Assessment:

Component pieces will be evaluated with assignment specific, standards related rubric. Scores for each standard will be entered into Kickboard and averaged as part of the quarterly student mastery grade. An SOL-aligned teacher-created rubric will assess the culminating activity.

ENVIRONMENT

Driving Objectives:	Essential Understanding:	Essential Skills:	Essential Questions:
<p>Standard 1: Ecological, Social, and Economic Systems Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, regional, national, and global levels.</p>	<p>One definition of ecology is “the science of interrelationships between living organisms and their environment. “The term “human ecology” generally refers to the relationship between humans and their environment – the way humans use the environment within the context of their society and culture.</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Research, analyze and draw conclusions. 	<p>How can we increase the public knowledge about the information and the need for conservation?</p>
<p>Standard 2: The Natural and Built Environment Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments.</p>	<p>Students should consider various improvement projects at school or at nearby places. Simple projects might include planting flowers, grass, shrubs, or trees; painting benches; putting up fencing; scrubbing graffiti off walls; finding ways to reduce litter.</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Define problems, solve problems and evaluate. 	<p>What alternative actions could be taken?</p>
<p>Standard 3: Sustainability and Civic Responsibility Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.</p>	<p>Students can plan projects to coincide with Earth Day and Arbor Day.</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Solve problems related to improving the environment. 	<p>What are the ecological, social and economic consequences of an environmental project?</p>

SCIENCE

Driving Objectives:	Essential Understanding:	Essential Skills:	Essential Questions:
<p>Standard 5.7 The student will investigate and understand how the Earth’s surface is constantly changing. Key concepts include</p> <ul style="list-style-type: none"> a) the rock cycle including identification of rock types; b) Earth history and fossil evidence; c) the basic structure of the Earth.s interior; d) plate tectonics (earthquakes and volcanoes); e) weathering and erosion; and 	<ul style="list-style-type: none"> • Rocks move and change over time due to heat and pressure within the Earth and to <i>weathering</i> and <i>erosion</i> at the surface. • These and other processes constantly change rock from one type to another. • Rocks have properties that can be observed, tested, and described. • Composition, grain size and textural features, color, and the presence of fossils help with identification. • Classification keys (5.1) can aid this process. • Depending on how rocks are formed, they are classified as <i>sedimentary</i> (layers of sediment cemented together), <i>igneous</i> (melted and cooled, e.g., lava and magma), and <i>metamorphic</i> (changed by heat and pressure). • Scientific evidence indicates the Earth is very ancient, approximately 4.6 billion years old. The age of many rocks can be determined very reliably. Fossils provide information about life and conditions of the past. • Scientific evidence indicates that the Earth is composed of concentric layers, crust, mantle, inner core, and outer core each with its own distinct characteristics. • The outer two layers are composed primarily of rocky material. <p>The innermost layers are composed mostly of iron and nickel. Pressure and temperature increase with depth beneath the surface.</p>	<p>Apply basic terminology (<i>italic print in overview</i>) to explain how the Earth surface is constantly changing.</p> <ul style="list-style-type: none"> • Draw and label the rock cycle and describe the major processes and rock types involved. • Compare and contrast the origin of igneous, sedimentary, and metamorphic rocks. • Identify rock samples (granite, gneiss, slate, limestone, shale, sandstone, and coal), using a rock classification key. • Make plausible inferences about changes in the Earth over time based on fossil evidence. This includes the presence of fossils of organisms in sedimentary rocks of Virginia found in the Appalachians, Piedmont, and Coastal Plain/Tidewater. • Describe the structure of Earth in terms of its major layers crust, mantle, and inner and outer cores . and how the Earth’s interior affects the surface. • Differentiate among the three types of plate tectonic boundaries (divergent, convergent, and sliding) and how these relate to the changing surface of the Earth and the ocean floor 	<p>How does the movement of the plate tectonics changes and molds earth?</p> <p>What is the impact of weathering and erosion on the surface?</p> <p>How does the formation of a rock affect its form and texture?</p>

Math

Driving Objectives:	Essential Understanding:	Essential Skills:	Essential Questions:
<p>5.8 The student will</p> <p>a) find perimeter, area, and volume in standard units of measure;</p> <p>b) differentiate among perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation;</p> <p>c) identify equivalent measurements within the metric system;</p> <p>d) estimate and then measure to solve problems, using U.S. Customary and metric units; and</p> <p>d) choose an appropriate unit of measure for a given situation involving measurement using U.S. Customary and metric units.</p> <p>5.12 The student will classify</p> <p>a) angles as right, acute, obtuse, or straight; and</p> <p>b) triangles as right, acute, obtuse,</p>	<ul style="list-style-type: none"> • Angles are measured in degrees. There are up to 360 degrees in an angle. A degree is $\frac{1}{360}$ of a complete rotation of a full circle. There are 360 degrees in a circle. • To measure the number of degrees in an angle, use a protractor or an angle ruler. • A right angle measures exactly 90°. • An acute angle measures less than 90°. • An obtuse angle measures greater than 90° but less than 180°. • A straight angle measures exactly 180°. • Before measuring an angle, students should first compare it to a right angle to determine whether the measure of the angle is less than or greater than 90°. • Students should understand how to work with a protractor or angle ruler as well as available computer software to measure and draw angles and triangles. • Understand that simple plane figures can be combined to make more complicated figures and that complicated figures can be subdivided into simple plane figures. • Solve problems involving measurement by selecting an appropriate measuring device and a U.S. Customary or metric unit of measure for the following: • length: part of an inch ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$), inches, feet, yards, millimeters, centimeters, meters, and kilometers; • weight: ounces, pounds, and tons; • mass: grams and kilograms; • liquid volume: cups, pints, quarts, gallons, milliliters, and liters; • area: square units; and • temperature: Celsius and Fahrenheit units. 	<p>Classify angles as right, acute, straight, or obtuse.</p> <ul style="list-style-type: none"> • Classify triangles as right, acute, or obtuse. • Classify triangles as equilateral, scalene, or isosceles. <p>Develop definitions for squares, rectangles, triangles, parallelograms, rhombi, and trapezoids.</p> <ul style="list-style-type: none"> • Investigate and describe the results of combining and subdividing plane figures. 	<p>How are angles useful in our society?</p> <p>How does the combination of figures alter the design?</p> <p>What combination of figures can we find naturally in nature?</p>

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<p>5.13</p> <p>equilateral, scalene, or isosceles.</p> <p>The student, using plane figures (square, rectangle, triangle, parallelogram, rhombus, and trapezoid), will</p> <p>a) develop definitions of these plane figures; and</p> <p>b) investigate and describe the results of combining and subdividing plane figures.</p>	<ul style="list-style-type: none"> • Water freezes at 0°C and 32°F. • Water boils at 100°C and 212°F. • Normal body temperature is about 37°C and 98.6°F. 		
<p>5.9</p> <p>The student will identify and describe the diameter, radius, chord, and circumference of a circle.</p>	<p>All students should</p> <ul style="list-style-type: none"> • Understand that a chord is a line segment that extends between any two unique points of a circle. • Understand that a diameter is also a special chord that goes through the center of a circle. • Understand the relationship between the measures of diameter and radius and the relationship between the measures of radius and circumference. • Understand that a radius is a line segment that extends between the center and the circumference of the circle. <p>Understand that the circumference is the distance around the circle. Perimeter is the measure of the circumference.</p>	<p>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</p> <ul style="list-style-type: none"> • Identify and describe the diameter, radius, chord, and circumference of a circle. <p>Describe the relationship between</p> <ul style="list-style-type: none"> ➤ diameter and radius; ➤ diameter and chord; ➤ radius and circumference; and ➤ diameter and circumference. <ul style="list-style-type: none"> • The length of the diameter of a circle is twice the length of the radius. 	

Social Studies

Driving Objectives:	Essential Understanding:	Essential Skills:	Essential Questions:
<p>USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to</p> <ul style="list-style-type: none"> a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865; b) make connections between the past and the present; c) sequence events in United States history from pre-Columbian times to 1865; d) interpret ideas and events from different historical perspectives; e) evaluate and discuss issues orally and in writing; f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events; g) distinguish between parallels of latitude and meridians of longitude; h) interpret patriotic slogans and excerpts from notable speeches and 	<p>The study of history must emphasize the intellectual skills required for responsible citizenship. Students will practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.</p>	<p>Analyze and interpret maps to explain relationships among landforms and water features. (USI.1f)</p> <ul style="list-style-type: none"> • Distinguish between parallels of latitude and meridians of longitude. (USI.1g) 	<p>What are the seven continents?</p> <p>What are the five oceans?</p>

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<p>documents; i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentive.</p>			
<p>USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by</p> <p>a) identifying the issues of dissatisfaction that led to the American Revolution; b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence; c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry; d) explaining reasons why the colonies were able to defeat Great Britain.</p>	<p>As Great Britain expanded control over the American colonies, many colonists became dissatisfied and rebellious.</p> <p>New political ideas led to a desire for independence and a democratic government in the American colonies.</p> <p>The Declaration of Independence proclaimed independence from Great Britain. It stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness.</p> <p>Many individuals played important roles in shaping events of the American Revolution.</p> <p>Defense of the colonists' own land, strong beliefs, and capable leadership contributed to the American victory in the Revolutionary War.</p> <p>All of the first five presidents were Virginians except John Adams.</p> <p>Accomplishments during the first</p>	<p>Make connections between the past and the present (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Great Britain's reasons for controlling the colonies</p> <ul style="list-style-type: none"> • Great Britain desired to remain a world power. • In the American colonies, Great Britain's desire to remain a world power resulted in a conflict with the French known as the French and Indian War. • Great Britain imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War. <p>Great Britain's reasons for taxation</p> <ul style="list-style-type: none"> • To help finance the French and Indian War 	<p>What steps did Great Britain take to increase control over its colonies?</p> <p>Why did many colonists become dissatisfied with Great Britain's control over the colonies?</p> <p>Who were some of the key individuals in the Revolutionary War?</p> <p>What role did key individuals play in the Revolutionary War?</p> <p>What were some of the key events that occurred during the Revolutionary War period?</p> <p>What advantages helped the American colonists win the Revolutionary War?</p>

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	<p>five presidencies</p> <ul style="list-style-type: none"> • George Washington <ul style="list-style-type: none"> – Federal court system was established. – The Bill of Rights was added to the Constitution of the United States of America. – Plans were created for development of the national capitol in Washington, D.C. Benjamin Banneker, an African American astronomer and surveyor, helped complete the design for the city. • John Adams <ul style="list-style-type: none"> – A two-party system emerged during his administration. • Thomas Jefferson <ul style="list-style-type: none"> – He bought Louisiana from France (Louisiana Purchase). – Lewis and Clark explored new land west of the Mississippi River. • James Madison <ul style="list-style-type: none"> – The War of 1812 caused European nations to gain respect for the United States. • James Monroe He introduced the Monroe Doctrine warning European nations not to interfere in the Western Hemisphere. 	<ul style="list-style-type: none"> • To help finance the maintenance of British troops in the colonies Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a) Sequence events in United States history. (USI.1c) Interpret ideas and events from different historical perspectives. (USI.1d) Analyze and interpret maps to explain historical events. (USI.1f) Interpret patriotic slogans and excerpts from notable speeches and documents. (USI.1h) <p>Colonial advantages</p> <ul style="list-style-type: none"> • Some colonists’ defense of their own land, principles, and beliefs • Additional support from France <p>Strong leadership</p>	
<p>USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by</p> <p>a)identifying the weaknesses of the government established by the Articles of Confederation;</p> <p>b)describing the historical development of the</p>	<p>The Articles of Confederation was a constitution written during the American Revolution to establish the powers of the new national government.</p> <p>The development of the Constitution of the United States was significant to the foundation of the American republic.</p> <p>The Constitution of the United States of America established a federal system of government based on power being shared</p>	<p>Articles of Confederation</p> <ul style="list-style-type: none"> • Provided for a weak national government • Gave Congress no power to tax or regulate commerce among the states • Provided for no common currency • Gave each state one vote regardless of size <p>Provided for no executive or judicial branches.</p>	<p>What were the basic weaknesses of the Articles of Confederation?</p> <p>What events led to the development of the Constitution of the United States?</p> <p>What people helped develop the Constitution of the United States?</p> <p>What major national issues and events did the first five presidents face?</p>

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<p>Constitution of the United States; c)describing the major accomplishments of the first five presidents of the United States.</p>	<p>between the national and state governments. Congress and the first five presidents made decisions establishing a strong government that helped the nation grow in size and power.</p>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain historical events. (USI.1f)</p> <p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Make connections between the past and the present. (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Sequence events in United States</p>	
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		<p>history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Interpret excerpts from notable documents. (USI.1h)</p>	
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