		FI	FTH GRADE Reading Standards for the Archdiocese of Detroit	
		*Provide 3 d	ates for each standard	
Initials	Date(s)	LITERATURI	Ε	
		Key Ideas a	Key Ideas and Details	
		R.L.5.1	• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
		R.L.5.2	• 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.	
		R.L.5.3	• Analyze elements and style of narrative literature including: historical fiction, tall tales, science fiction, fantasy, and mystery.	
		R.L.5.4	• Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
		R.L.5.5	• Analyze character traits and setting and how it defines characters/plot, the role of dialogue, how problems are solved, and the climax of the plot.	
		Craft and St	tructure	
		<b>R.L.5.6</b>	• Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
		<b>R.L.5.7</b>	• Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	
		<b>R.L.5.8</b>	<ul> <li>Describe how a narrator or speaker's point of view influences how events are described.</li> </ul>	
		R.L.5.9	• Explain how authors use literary devices (exaggeration, metaphor) to develop characters, themes, plots, and functions of heroes, villains, and narrators across a variety of texts.	
		<b>R.L.5.10</b>	Recognize purpose and point of view in literary pieces.	
		Integration	of Knowledge and Ideas	
		R.L.5.11	• Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem.)	
		<b>R.L.5.12</b>	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	
		R.L.5.13	• Analyze how characters and communities reflect life (in positive and negative ways) in classic and contemporary works recognized for quality and literary merit.	
		<b>R.L.5.14</b>	• Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.	
		R.L.5.15	Retell and summarize grade level appropriate narrative and informational text.	
		R.L.5.16	• Analyze oral and written global themes, universal truths, themes and principles within and across text to create a deeper understanding (draw conclusions, make inferences, synthesize)	

Range of K	Reading and Level of Text Complexity
<i>R.L.5.17</i>	• Read and comprehend literature, including stories, dramas, and poetry, at the fifth grade text complexity level independently and proficiently.
INFORMA	TION TEXT
Key Ideas	and Details
R.I.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
R.I.5.2	• Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
R.I.5.3	Identify main idea and constructed meaning (explicit/understood).
R.I.5.4	Recognize purpose and point of view in informational text.
R.I.5.5	• 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.
Craft and	Structure
R.I.5.6	• Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
R.I.5.7	• Compare and contrast the overall structure (e.g., chronology, comparison/contrast, cause/effect, problem/solution, position/support) of events ideas,
	concepts, or information in two or more texts.
R.I.5.8	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.
R.I.5.9	Analyze elements and styles of informational genres (advertising, experiments, editorials, atlases).
Integration	n of Knowledge and Ideas
R.I.5.10	• Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem
	efficiently.
R.I.5.11	Identify and describe informational text patterns using theory and evidence.
R.I.5.12	• Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points.
R.I.5.13	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
R.I.5.14	• Explain how authors use timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance
	understanding of supporting and key ideas.
R.I.5.15	Apply significant knowledge of what is read in grade level science and social studies texts.
Range of K	Reading and Level of Text Complexity
R.I.5.16	Read and comprehend information texts, including history/social studies, science, and technical texts, at the fifth grade complexity level
	independently and proficiently.
FOUNDAT	IONAL SKILLS
Phonics ar	nd Word Recognition

R.F.5.1	Know and apply grade-level phonics and word analysis skills in decoding words.
R.F.5.1a	• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately
	unfamiliar multisyllabic words and multiple meaning words both in context and out of context.
Fluency	
R.F.5.2	• Automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the
	school year.
R.F.5.3	Read with sufficient accuracy and fluency to support comprehension.
R.F.5.3a	Read grade-level text with purpose and understanding.
R.F.5.3b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
R.F.5.3c	• Use context to confirm or self-correct word recognition and understanding, rereading as necessary, using strategies and resources (analogies, context glossaries, electronic resources).
R.F.5.4	• Independently self-monitor comprehension when reading or listening to texts by automatically using and discussing the strategies used by mature
	readers to increase comprehension and engage in interpretive discussions: predicting, constructing mental images, representing ideas in text,
	questioning, rereading or listening again, inferring, summarizing.
 WRITING	<i>j</i>
Text Types	and Purposes
W.5.1	Write opinion, persuasive, and position pieces on topics or texts, supporting a point of view with reasons and information.
W.5.1a	• Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.5.1b	Provide logically ordered reasons that are supported by facts and details.
W.5.1c	• Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i> ).
W.5.1d	Provide a concluding statement or section related to the opinion presented.
W.5.2	• Write informative/explanatory/expository/compare and contrast pieces (news article, interview, scientific observation) to examine a topic and convey ideas and information clearly.
W.5.2a	• Introduce a topic clearly, provide a general observation and focus, group related information logically; include formatting (e.g., headings illustrations, and multimedia when useful in aiding comprehension.)
W.5.2b	• Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2c	• Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> ).
W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2e	Provide a concluding statement or section related to the information or explanation presented.
W.5.3	• Write narrative pieces (diary entry, dialogue, plays, descriptive pieces, about an experience, about a hero) to develop real or imagined experiences or

		events using effective technique, descriptive details, and clear event sequences.
	W.5.3a	• Build foundation for the audience by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds
		naturally.
	W.5.3b	• Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to
		situations.
	W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
	W.5.3d	Establish relationships among setting, characters, theme, and plot.
	W.5.3e	• Use time period and setting to enhance the plot; demonstrating roles and functions of heroes, villains, and narrator, depicting conflicts and
		resolutions.
	W.5.3f	Use concrete words and phrases and sensory details to convey experiences and events precisely.
	W.5.3g	Provide a conclusion that flows from the narrator's experiences or events.
	W.5.4	Write poetry (descriptive poem, historical poem) based on reading a wide variety of grade level appropriate published poetry.
	W.5.5	Write plays using personification, setting, and actions and thoughts that reveal important character traits.
	W.5.6	Write prayers using personal reflection based on scripture readings.
	Production	n and Distribution of Writing
	W.5.7	• Produce clean and coherent writing, using linguistic structures and textual features in which the development and organization are appropriate to task, purpose and audience in both parative and informational text
	W.5.8	<ul> <li>Exhibit individual style and voice to enhance the written message (in parrative text: personification humor element of surprise: in informational text:</li> </ul>
		emotional appeal, strong opinion, credible support).
	W.5.9	• Use a variety of drafting strategies for both narrative and informational text (graphic organizers such as story maps, webs, Venn diagrams) in order to
		generate, sequence, and structure ideas (roles and relationships of characters, settings, ideas; relationship of theory and evidence, compare/contrast).
	W.5.10	• With guidance and support from peers and adults as well as independently, develop and strengthen writing as needed by planning, revising, editing,
		rewriting, or trying a new approach; edit and proofread using grade level checklists.
	W.5.11	• Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization, flow of ideas and
	N/ F 12	Craft such as titles, leads, endings, and powerful verbs.
	VV.5.12	• 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 a minimum of two pages in a single sitting.
	W/E 12	Conduct short research projects that use several sources to build knowledge through investigation of different separate of a tonic.
	VV.J.15	• Conduct short research projects that use several sources to bund knowledge through investigation of different aspects of a topic.
		<ul> <li>Use the writing process to produce and present a research project including a teacher approved tonic, parrowed focus question, and hypothesis</li> </ul>
		<ul> <li>Ose the writing process to produce and present a research project including a teacher-approved topic, narrowed rocus question, and hypothesis.</li> <li>Descill relevant information from experiences or gether relevant information from print and digital sources;</li> </ul>
	VV.5.15	• Recan relevant mormation from experiences or gather relevant mormation from print and digital sources;

	W.5.15a	Organize the relevant information according to central ideas and supporting details.
	W.5.15b	• Summarize or paraphrase information in notes and finished work, and provide a list of sources.
	W 5.16	• Draw evidence from literary or informational texts to support analysis, reflection, and research.
	W.5.17	• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a
		range of discipline-specific tasks, purposes, and audiences.
	Handwriti	ng
	W.5.18	Use cursive writing to write legibly across all content areas.
	SPEAKING	AND LISTENING
	Comprehen	sion and Collaboration
	S.L.5.1	• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts,
		building on others' ideas and expressing their own clearly.
	S.L.5.1a	• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about
		the topic to explore ideas under discussion.
	S.L.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
	S.L.5.1c	• Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	S.L.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	S.L.5.2	• Listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors
		during a variety of class presentations.
	S.L.5.3	• Recognize and analyze the various roles of the communication process (to persuade, critically analyze, flatter, explain, dare) in focusing attention on
		events and in shaping opinions.
	S.L.5.4	• Respond to multiple text types by analyzing oral and written themes, universal truths, content, interpreting the message, and devaluating the purpose.
	S.L.5.5	• Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	S.L.5.6	• Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
	S.L.5.7	Be aware of their role in discerning appropriate listening, viewing, and speaking habits that are in line with Catholic teaching.
	Presentatio	on of Knowledge and Ideas
	S.L.5.8	• Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main
		ideas or themes; speak clearly at an understandable pace.
	S.L.5.9	• Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
	S.L.5.10	• Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
	S.L.5.11	• Plan and deliver persuasive presentations or reports using information with an organizational pattern for a specific purpose that conveys the point they
		want to make and supports the point with evidence and/or examples while varying voice modulation, volume, and pace of speech to emphasize

	meaning.
Oral Pray	er
S.L.5.12	Engage in daily spoken prayers while maintaining appropriate posture, gestures, and eye contact.
LANGUAG	E
Conventio	ns of Standard English
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1a	• Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1b	Identify and use compound subjects and predicates.
L.5.1c	Recognize and use appropriate proper nouns and pronouns, articles and conjunctions.
L.5.1d	• Form and use the perfect verb tenses (e.g., I had walked; I have walked, I will have walked).
L.5.1e	• Use verb tense to convey various times, sequences, states, and conditions.
L.5.1f	Recognize and correct inappropriate verb tense.
L.5.1g	• Use correlative conjunctions (e.g., <i>either/or, neither/nor</i> ).
L.5.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2a	• Use punctuation to separate items in a series.
L.5.2b	• Use a comma to separate an introductory element from the rest of the sentence.
L.5.2c	• Use a comma to set off words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and
	to indicate direct address (e.g., Is that you, Steve?)
L.5.2d	Use commas between two independent clauses.
L.5.2e	Use possessive apostrophes and correct end marks.
L.5.2f	• Use colons to separate hours and minutes and to introduce a list.
L.5.3g	• Use hyphens in compound and number words.
L.5.2h	• Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2i	• Spell grade-appropriate words correctly, consulting references as needed.
Knowledg	e of Language
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3a	• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3b	• Compare and contrast the varieties of English (e.g., <i>dialects, registers</i> ) used in stories, dramas, or poems.
Vocabular	y Acquisitions and Use
L.5.4	• Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibly from

	a range of strategies.
L.5.4a	• Use context as a clue to the meaning of a word or phrase.
L.5.4b	• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
L.5.4c	• Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.5a	• Interpret figurative language, including similes and metaphors, in context.
L.5.5b	Recognize and explain the meanings of common idioms, adages, and proverbs.
L.5.5c	• Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6	• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).



### FIFTH GRADE

## Reading Standards for the Archdiocese of Detroit

LITERATURE		
Key Ideas and Details		
R.L.5.1	• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
R.L.5.2	• 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.	
R.L.5.3	• Analyze elements and style of narrative literature including: historical fiction, tall tales, science fiction, fantasy, and mystery.	
R.L.5.4	• Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
R.L.5.5	• Analyze character traits and setting and how it defines characters/plot, the role of dialogue, how problems are solved, and the climax of the plot.	
Craft and Str	ucture	
R.L.5.6	• Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
R.L.5.7	• Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	
R.L.5.8	• Describe how a narrator or speaker's point of view influences how events are described.	
R.L.5.9	• Explain how authors use literary devices (exaggeration, metaphor) to develop characters, themes, plots, and functions of heroes, villains, and narrators across a variety of texts.	
R.L.5.10	• Recognize purpose and point of view in literary pieces.	
Integration of	f Knowledge and Ideas	
R.L.5.11	• Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem.)	
R.L.5.12	• Compare and contrast stories in the same genre on their approaches to similar themes and topics.	
R.L.5.13	• Analyze how characters and communities reflect life (in positive and negative ways) in classic and contemporary works recognized for quality and literary merit.	
R.L.5.14	• Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.	
R.L.5.15	• Retell and summarize grade level appropriate narrative and informational text.	
R.L.5.16	• Analyze oral and written global themes, universal truths, themes and principles within and across text to create a deeper understanding (draw conclusions, make inferences, synthesize)	
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Range of Reading and Level of Text Complexity		
R.L.5.17	• Read and comprehend literature, including stories, dramas, and poetry, at the fifth	
	grade text complexity level independently and proficiently.	
INFORMATIO	ON TEXT	
Key Ideas an	d Details	
R.I.5.1	• Quote accurately from a text when explaining what the text says explicitly and	
	when drawing inferences from the text.	
R.I.5.2	• Determine two or more main ideas of a text and explain how they are supported	
	by key details; summarize the text.	
R.I.5.3	Identify main idea and constructed meaning (explicit/understood).	
R.I.5.4	Recognize purpose and point of view in informational text.	
R.I.5.5	• 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.	
Craft and Str	ucture	
R.I.5.6	• Determine the meaning of general academic and domain-specific words and	
	phrases in a text relevant to a grade 5 topic or subject area.	
R.I.5.7	• Compare and contrast the overall structure (e.g., chronology,	
	comparison/contrast, cause/effect, problem/solution, position/support) of events	
	ideas, concepts, or information in two or more texts.	
R.I.5.8	• Analyze multiple accounts of the same event or topic, noting important	
DIEG	similarities and differences in the points of view they represent.	
R.1.5.9	• Analyze elements and styles of informational genres (advertising, experiments,	
T	editorials, atlases).	
Integration o	f Knowledge and Ideas	
R.I.5.10	• Draw on information from multiple print or digital sources, demonstrating the ability to locate an angular to a question quickly on to aclue a machine afficiently.	
DIF 11	ability to locate all answer to a question quickly of to solve a problem efficiently.	
R.I.5.11	• Identify and describe informational text patterns using theory and evidence.	
K.I.5.12	• Explain now an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points.	
R.I.5.13	• Integrate information from several texts on the same topic in order to write or	
	speak about the subject knowledgeably.	
R.I.5.14	• Explain how authors use timelines, graphs, charts, diagrams, tables of contents,	
	indices, introductions, summaries, and conclusions to enhance understanding of	
	supporting and key ideas.	
R.I.5.15	• Apply significant knowledge of what is read in grade level science and social	
	studies texts.	
Range of Rea	iding and Level of Text Complexity	
R.I.5.16	• Read and comprehend information texts, including history/social studies, science,	
	and technical texts, at the fifth grade complexity level independently and	
	proticiently.	
FOUNDATIONAL SKILLS		
Phonics and	Word Recognition	
R.F.5.1	• Know and apply grade-level phonics and word analysis skills in decoding words.	

R.F.5.1a	• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately
	unfamiliar multisyllabic words and multiple meaning words both in context
Fluency	and out of context.
RF52	• Automatically recognize frequently encountered words in print, with the number
1.1.3.2	of words that can be read fluently increasing steadily across the school year.
R.F.5.3	• Read with sufficient accuracy and fluency to support comprehension.
R.F.5.3a	Read grade-level text with purpose and understanding.
R.F.5.3b	• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
R.F.5.3c	• Use context to confirm or self-correct word recognition and understanding, rereading as necessary, using strategies and resources (analogies, context glossaries, electronic resources).
R.F.5.4	• Independently self-monitor comprehension when reading or listening to texts by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions: predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing.
WRITING	
Text Types a	nd Purposes
W.5.1	• Write opinion, persuasive, and position pieces on topics or texts, supporting a
	point of view with reasons and information.
W.5.1a	• Introduce a topic or text clearly, state an opinion, and create an organizational
	structure in which ideas are logically grouped to support the writer's purpose.
W.5.1b	• Provide logically ordered reasons that are supported by facts and details.
W.5.1c	• Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i> ).
W.5.1d	• Provide a concluding statement or section related to the opinion presented.
W.5.2	• Write informative/explanatory/expository/compare and contrast pieces (news article, interview, scientific observation) to examine a topic and convey ideas and information clearly.
W.5.2a	• Introduce a topic clearly, provide a general observation and focus, group related information logically; include formatting (e.g., headings illustrations, and multimedia when useful in aiding comprehension.)
W.5.2b	• Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2c	• Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> ).
W.5.2d	• Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2e	Provide a concluding statement or section related to the information or explanation presented.
W.5.3	• Write narrative pieces (diary entry, dialogue, plays, descriptive pieces, about an

	experience, about a hero) to develop real or imagined experiences or events using
	effective technique, descriptive details, and clear event sequences.
W.5.3a	• Build foundation for the audience by establishing a situation and introducing
	a narrator and/or characters; organize an event sequence that unfolds
	naturally.
W.5.3b	• Use narrative techniques, such as dialogue, description, and pacing, to
	develop experiences and events or show the responses of characters to
	situations.
W.5.3c	• Use a variety of transitional words, phrases, and clauses to manage the
	sequence of events.
W.5.30	• Establish relationships among setting, characters, theme, and plot.
w.5.3e	• Use time period and setting to enhance the plot; demonstrating roles and functions of homeon willows and normation demisting conflicts and resolutions
	Tunctions of neroes, villains, and narrator, depicting conflicts and resolutions.
VV.5.31	• Use concrete words and phrases and sensory details to convey experiences and events precisely
W.5.3g	<ul> <li>Provide a conclusion that flows from the narrator's experiences or events.</li> </ul>
W.5.4	• Write poetry (descriptive poem, historical poem) based on reading a wide variety
	of grade level appropriate published poetry.
W.5.5	• Write plays using personification, setting, and actions and thoughts that reveal
	important character traits.
W.5.6	• Write prayers using personal reflection based on scripture readings.
Production a	and Distribution of Writing
W.5.7	Produce clean and coherent writing, using linguistic structures and textual
	features in which the development and organization are appropriate to task,
	purpose, and audience in both narrative and informational text.
W.5.8	• Exhibit individual style and voice to enhance the written message (in narrative
	text: personification, humor, element of surprise; in informational text: emotional
	appeal, strong opinion, credible support).
W.5.9	• Use a variety of drafting strategies for both narrative and informational text
	(graphic organizers such as story maps, webs, Venn diagrams) in order to
	generate, sequence, and structure ideas (roles and relationships of characters,
N/ E 40	settings, ideas; relationship of theory and evidence, compare/contrast).
W.5.10	• With guidance and support from peers and adults as well as independently, develop and strengthen writing as needed by planning, revising, aditing
	rewriting, or trying a new approach; edit and proofreed using grade level
	checklists
W 5 11	<ul> <li>Constructively and specifically respond orally to the writing of others by</li> </ul>
	identifying sections of the text to improve organization, flow of ideas and craft
	such as titles, leads, endings, and powerful verbs.
W.5.12	• 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 a minimum
	of two pages in a single sitting.
W.5.13	Conduct short research projects that use several sources to build knowledge
	through investigation of different aspects of a topic.

Research to Build and Present Knowledge		
W.5.14	• Use the writing process to produce and present a research project including a	
	teacher-approved topic, narrowed focus question, and hypothesis.	
W.5.15	• Recall relevant information from experiences or gather relevant information from	
	print and digital sources;	
W.5.15a	• Organize the relevant information according to central ideas and supporting	
	details.	
W.5.15b	• Summarize or paraphrase information in notes and finished work, and	
	provide a list of sources.	
W 5.16	• Draw evidence from literary or informational texts to support analysis, reflection,	
	and research.	
W.5.17	• Write routinely over extended time frames (time for research, reflection, and	
	revision) and shorter time frames (a single sitting or a day or two) for a range of	
11	discipline-specific tasks, purposes, and audiences.	
Handwriting		
W.5.18	• Use cursive writing to write legibly across all content areas.	
SPEAKING A	ND LISTENING	
Comprehensio	on and Collaboration	
S.L.5.1	• Engage effectively in a range of collaborative discussions (one-on-one, in groups,	
	and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and supressing their sum clearly.	
6154-	others ideas and expressing their own clearly.	
S.L.5.1a	• Come to discussions prepared, having read or studied required material;	
	explicitly draw on that preparation and other information known about the	
6 I E 1h	E Follow agreed when miles for discussions and community out assigned noise	
5.L.5.10	Follow agreed-upon fules for discussions and carry out assigned roles.	
5.L.5.1C	• Pose and respond to specific questions by making comments that contribute	
	Deview the lass deep expressed and draw een elusions in light of information	
5.L.5.10	• Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions	
5152	Listen and view critically how workel and non-verbal strategies enhance	
3.L.3.Z	• Listen and view critically now verbal and non-verbal strategies emilance understanding of spoken messages and promote effective listening behaviors	
	during a variety of class presentations	
\$153	Recognize and analyze the various roles of the communication process (to	
5.2.5.5	persuade critically analyze flatter explain dare) in focusing attention on events	
	and in shaping opinions	
S.L.5.4	• Respond to multiple text types by analyzing oral and written themes universal	
	truths, content, interpreting the message, and devaluating the purpose.	
S.L.5.5	• Summarize a written text read aloud or information presented in diverse media	
	and formats, including visually, quantitatively, and orally.	
S.L.5.6	• Summarize the points a speaker makes and explain how each claim is supported	
	by reasons and evidence.	
S.L.5.7	• Be aware of their role in discerning appropriate listening, viewing, and speaking	
	habits that are in line with Catholic teaching.	
Presentation	of Knowledge and Ideas	

S.L.5.8	• Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or
	themes; speak clearly at an understandable pace.
S.L.5.9	• Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
S.L.5.10	• Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
S.L.5.11	• Plan and deliver persuasive presentations or reports using information with an organizational pattern for a specific purpose that conveys the point they want to make and supports the point with evidence and/or examples while varying voice modulation, volume, and pace of speech to emphasize meaning.
Oral Prayer	
S.L.5.12	• Engage in daily spoken prayers while maintaining appropriate posture, gestures, and eye contact.
LANGUAGE	
Conventions	of Standard English
L.5.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1a	• Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1b	Identify and use compound subjects and predicates.
L.5.1c	<ul> <li>Recognize and use appropriate proper nouns and pronouns, articles and conjunctions.</li> </ul>
L.5.1d	• Form and use the perfect verb tenses (e.g., <i>I had walked; I have walked, I will have walked</i> ).
L.5.1e	• Use verb tense to convey various times, sequences, states, and conditions.
L.5.1f	Recognize and correct inappropriate verb tense.
L.5.1g	• Use correlative conjunctions (e.g., <i>either/or, neither/nor</i> ).
L.5.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2a	• Use punctuation to separate items in a series.
L.5.2b	• Use a comma to separate an introductory element from the rest of the sentence.
L.5.2c	• Use a comma to set off words yes and no (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> )
L.5.2d	• Use commas between two independent clauses.
L.5.2e	• Use possessive apostrophes and correct end marks.
L.5.2f	• Use colons to separate hours and minutes and to introduce a list.
L.5.3g	Use hyphens in compound and number words.
L.5.2h	• Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2i	• Spell grade-appropriate words correctly, consulting references as needed.
Knowledge of	f Language

L.5.3	• Use knowledge of language and its conventions when writing, speaking, reading,
	or listening.
L.5.3a	• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3b	• Compare and contrast the varieties of English (e.g., <i>dialects, registers</i> ) used in stories, dramas, or poems.
Vocabulary A	Acquisitions and Use
L.5.4	• Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.4a	• Use context as a clue to the meaning of a word or phrase.
L.5.4b	• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
L.5.4c	• Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.5.5	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.5a	• Interpret figurative language, including similes and metaphors, in context.
L.5.5b	<ul> <li>Recognize and explain the meanings of common idioms, adages, and proverbs.</li> </ul>
L.5.5c	• Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6	• Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

		FIF	TH GRADE Mathematics Standards for the Archdiocese of Detroit
		*Provide 3 da	tes for each standard
Initial	Date(s)	<b>Operations</b> a	and Algebraic Thinking
		Write and inte	erpret numerical expressions.
		5.0A.A.1	• Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
		5.0A.A.2	• Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.
		Analyze patte	erns and relationships
		5.OA.B.3	• Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>
		Number and	Operations in Base Ten
		Understand th	he place value system.
		5.NBT.A.1	• Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
		5.NBT.A.2	• Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
		5.NBT.A.3	Read, write, and compare all decimals.
		5.NBT.A.3a	• Read and write decimals using standard form, word form, and expanded form (using fractions, decimals, and exponents), e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .
		5.NBT.A.3b	• Compare two decimals based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
		5.NBT.A.4	Use place value understanding to round decimals to any place.
		Perform oper	cations with multi-digit whole numbers and with decimals to hundredths.
		5.NBT.B.5	Fluently multi-digit whole numbers using the standard algorithm.

5.NBT.B.6	• Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, restangular errors, and/or area models.
5.NBT.B.7	<ul> <li>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</li> </ul>
5.NBT.B.8	• Multiply a multi-digit number by a three-digit number; recognize and be able to explain common computational errors such as not accounting for place value
5.NBT.B.9	Solve applied problems involving multiplication and division of whole numbers.
5.NBT.B.10	Divide fluently up to a four-digit number by a two-digit number
5.NBT.B.11	• Find the prime factorization of any composite numbers, express in exponential notation, and understand that every whole number greater than 1 is either prime or can be expressed as a product of primes
5.NBT.B.12	• Understand percentages as parts out of 100, use % notation, and express a part of a whole as a percentage
Express, Inte	erpret and Use Ratios; Find Equivalences
5.NBT.C.13	Convert fractions to decimals and decimals to fractions.
5.NBT.C.13a	Convert fractions and decimals to percentages
5.NBT.C.13b	Convert percentages to fractions and decimals
5.NBT.C.14	• Express ratios in several ways given applied situation (3 cups to 5 people); recognize and find equivalent ratios
Numbers an	d Operations-Fractions
Use equivale	nt fractions as a strategy to add and subtract fractions.
5.NF.A.1	• Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ . (In general, $a/b + c/d = (ad + bc)/bd$ .)
5.NF.A.2	• Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result</i> $2/5 + 1/2 = 3/7$ , <i>by observing that</i> $3/7 < 1/2$ .
Apply and ex	tend previous understandings of multiplication and division.
5.NF.B.3	• Interpret a fraction as division of the numerator by the denominator $(a/b = a \div b)$ . Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are</i>

	shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight,
	how many pounds of rice should each person get? Between what two whole numbers does your answer lie
5.NF.B.4	• Solve the equation $(a/b) \times (c/d) = ac/bd$ .)For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$ , and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$ .
5.NF.B.4b	• Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5.NF.B.5	• Interpret multiplication as scaling (resizing), by:
5.NF.B.5a	• Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
5.NF.B.5b	• Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying $a/b$ by 1.
5.NF.B.6	• Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
5.NF.B.7	• Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
5.NF.B.7a	• Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$ .
5.NF.B.7b	• Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$ .
5.NF.B.7c	• Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?</i>
Integers	
Add and Sub	tract Integers and Rational Numbers
5.I.A.1	Understand integer subtraction as the inverse of integer addition.
5.I.A.2	Add and subtract integers between -10 and 10.Use the number line and chip models for addition and subtraction
5.I.A.3	Add, subtract, multiply, and divide positive rational numbers fluently
Measuremen	nt and Data

Convert like n	Convert like measurement units within a given measurement system.		
5.MD.A.1	• Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.		
Represent and	Represent and interpret data.		
5.MD.B.2	• Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.		
Geometric me	easurement: understand concepts of volume.		
5.MD.C.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.		
5.MD.C.3a	• A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.		
5.MD.C.3b	• A solid figure which can be packed without gaps or overlaps using <i>n</i> unit cubes is said to have a volume of <i>n</i> cubic units.		
5.MD.C.4	• Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft and other real world units.		
5.MD.C.5	• Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.		
5.MD.C.5a	• Find the volume of a rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.		
5.MD.C.5b	• Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.		
5.MD.C.5c	• Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.		
5.MD.C.6	• Apply the formula for surface area of a rectangular prism. 2ab+2bc+2ac		
Find Areas of	Geometric Shapes Using Formulas		
5.MD.D.7	Represent relationships between areas of rectangles, triangles, and parallelograms using models		
5.MD.D.8	• Understand and know how to use the area formula of a triangle; A=1/2 bh, and represent using models and manipulatives		
5.MD.D.9	• Understand and know how to use the area formula for a parallelogram: A=bh and represent using models and manipulatives		
5.MD.D.10	Understand and know how to use the circumference and area formula of a circle		
Geometry			
Graph points	on the coordinate plane to solve real-world and mathematical problems.		
5.G.A.1	• Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its		

	coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., <i>x</i> -axis and <i>x</i> -coordinate, <i>y</i> -axis and <i>y</i> -coordinate).
5.G.A.2	• Represent real world and mathematical problems by graphing points in a quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
 Classify two-c	dimensional figures into categories based on their properties.
5.G.B.3	• Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles
5.G.B.4	Classify two-dimensional figures in a hierarchy based on properties.
Know the Med	aning of Angles, and Solve Problems
5.G.C.5	• Proficiently associate and angle with a certain amount of turning; know that angles are measured in degrees; understand that 90°, 180°, 270°, and 360° are associated respectively, with <sup>1</sup> / <sub>4</sub> , <sup>1</sup> / <sub>2</sub> , and <sup>3</sup> / <sub>4</sub> , and full turns
5.G.C.6	• Proficiently measure angles with a protractor and classify them as acute, right, obtuse, or straight
5.G.C.7	Proficiently identify and name angles on a straight line and vertical angles
5.G.C.8	• Proficiently find unknown angles in problems involving angles on a straight line, angles surrounding a point, and vertical angles
5.G.C.9	• Know that angles on a straight line add up to 180° and angles surrounding a point add up to 360°; justify informally by "surrounding" a point with angles
5.G.C.10	• Understand why the sum of the interior angles of a triangle is 180° and the sum of the interior angles of a quadrilateral is 360°, and use these properties to solve problems
5.G.C.11	• Find unknown angles and sides using the properties of: triangles, including right, isosceles, and equilateral triangles; parallelograms, including rectangles and rhombuses; and trapezoids
Data and Pro	bability
Construct and	l Interpret Line Graphs
5.DP.A.1	• Read and interpret line graphs, bar graphs, pie charts and pictograms. Solve problems based on graph information.
5.DP.A.2	Construct graphs from tables of data; include axis labels and scale
Find and Inte	rpret Mean and Mode for a Given Set of Data
5.DP.B.3	• Given a set of data, find and interpret the mean, median, mode, and range.
5.DP.B.4	Solve word problems involving mean, median, mode, and range.

	5.DP.B.5	• Understand the concept of an outlier and explain how that may affect a given set of data.
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# **FIFTH GRADE** Mathematics Standards for the Archdiocese of Detroit

On susting and Alexaberia Thisking		
Write and inte	erpr	et numerical expressions.
5.OA.A.1	•	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols
5.OA.A.2	•	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation "add 8 and 7, then multiply by 2" as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i>
Analyze patter	rns	and relationships
5.OA.B.3	•	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.
Number a	nd	Operations in Base Ten
Understand th	he p	lace value system.
5.NBT.A.1	•	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
5.NBT.A.2	•	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
5.NBT.A.3	٠	Read, write, and compare all decimals.
5.NBT.A.3a	•	Read and write decimals using standard form, word form, and expanded form (using fractions, decimals, and exponents), e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000).$
5.NBT.A.3b	•	Compare two decimals based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
5.NBT.A.4	•	Use place value understanding to round decimals to any place.

Perform operation	ations with multi-digit whole numbers and with decimals to hundredths.
5.NBT.B.5	• Fluently multiply multi-digit whole numbers using the standard
	algorithm.
5.NBT.B.6	• Find whole-number quotients of whole numbers with up to four-digit
	dividends and two-digit divisors, using strategies based on place value,
	the properties of operations, and/or the relationship between
	multiplication and division. Illustrate and explain the calculation by
5 NDT D 7	using equations, rectangular arrays, and/or area models.
<b>5.ND1.D.</b> /	• Add, subtract, multiply, and divide decimals to nundredins, using concrete models or drawings and strategies based on place value.
	properties of operations, and/or the relationship between addition and
	subtraction: relate the strategy to a written method and explain the
	reasoning used.
5.NBT.B.8	• Multiply a multi-digit number by a three-digit number; recognize and
	be able to explain common computational errors such as not
	accounting for place value
5.NBT.B.9	• Solve applied problems involving multiplication and division of whole
	numbers.
5.NBT.B.10	• Divide fluently up to a four-digit number by a two-digit number
5.NBT.B.11	• Find the prime factorization of any composite numbers, express in
	exponential notation, and understand that every whole number greater
5 NDT D 10	than 1 is either prime or can be expressed as a product of primes
5.IND1.D.12	• Understand percentages as parts out of 100, use % notation, and
Frnress Inter	rnret and Use Ratios: Find Faujvalences
5 NRT C 13	Convert fractions to desimals and desimals to fractions
5 NRT C 139	Convert fractions to decimals and decimals to nactions.
5 NBT C 13b	Convert nactions and decimals to percentages
5 NRT C 14	<ul> <li>Convert percentages to fractions and decimals</li> <li>Express ratios in several wave given applied situation (3 cups to 5)</li> </ul>
5.1\D1.C.14	• Express ratios in several ways given applied situation (5 cups to 5 neople): recognize and find equivalent ratios
Numbers a	and Operations-Fractions
	t fractions as a strategy to add and subtract fractions
5 NE A 1	Add and subtract fractions with unlike denominators (including mixed
<b>5.NF.A.1</b>	• Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such
	a way as to produce an equivalent sum or difference of fractions with
	like denominators For example $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ (In
	general, $a/b + c/d = (ad + bc)/bd$ .)
5.NF.A.2	• Solve word problems involving addition and subtraction of fractions
	referring to the same whole, including cases of unlike denominators,
	e.g., by using visual fraction models or equations to represent the
	problem. Use benchmark fractions and number sense of fractions to
	estimate mentally and assess the reasonableness of answers. For
	example, recognize an incorrect result $2/5 + 1/2 = 3/7$ , by observing
	that $3// < 1/2$ .

Apply and extend previous understandings of multiplication and division.		
5.NF.B.3	•	Interpret a fraction as division of the numerator by the denominator $(r/h - r + h)$ . Solve word problems involving division of whole
		(a/b = a - b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers
		$e \sigma$ by using visual fraction models or equations to represent the
		problem. For example, interpret 3/4 as the result of dividing 3 by 4.
		noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are
		shared equally among 4 people each person has a share of size 3/4. If
		9 people want to share a 50-pound sack of rice equally by weight, how
		many pounds of rice should each person get? Between what two whole
		numbers does your answer lie
5.NF.B.4	•	Solve the equation $(a/b) \times (c/d) = ac/bd$ .)For example, use a visual
		fraction model to show $(2/3) \times 4 = 8/3$ , and create a story context for
5 NE D 4L		this equation. Do the same with $(2/3) \times (4/5) = 8/15$ .
5.INF. <b>B.</b> 40	•	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that
		the area is the same as would be found by multiplying the side lengths
		Multiply fractional side lengths to find areas of rectangles, and
		represent fraction products as rectangular areas.
5.NF.B.5	•	Interpret multiplication as scaling (resizing), by:
5.NF.B.5a	•	Comparing the size of a product to the size of one factor on the basis of
		the size of the other factor, without performing the indicated
		multiplication.
5.NF.B.5b	•	Explaining why multiplying a given number by a fraction greater than
		results in a product greater than the given number explaining why multiplying a given number by a fraction less than 1 results in a
		product smaller than the given number: and relating the principle of
		fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying
		a/b by 1.
5.NF.B.6	•	Solve real world problems involving multiplication of fractions and
		mixed numbers, e.g., by using visual fraction models or equations to
		represent the problem.
5.NF.B.7	•	Apply and extend previous understandings of division to divide unit
5 NE D 7		tractions by whole numbers and whole numbers by unit fractions.
5.NF.B./a	•	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/2)$ :
		4 and use a visual fraction model to show the quotient. Use the
		relationship between multiplication and division to explain that $(1/3) \doteq$
	1	$4 = 1/12$ because $(1/12) \times 4 = 1/3$ .
5.NF.B.7b	•	Interpret division of a whole number by a unit fraction, and compute
		such quotients. For example, create a story context for $4 \div (1/5)$ , and
		use a visual fraction model to show the quotient. Use the relationship
	1	between multiplication and division to explain that $4 \div (1/5) = 20$
		because $20 \times (1/5) = 4$ .
<b>5.NF.B.7c</b>	•	Solve real world problems involving division of unit fractions by non-

	zero whole numbers and division of whole numbers by unit fractions.
	e.g., by using visual fraction models and equations to represent the
	problem For example, how much chocolate will each person get if 3
	people share 1/2 lb of chocolate equally? How many 1/3-cup servings
	are in 2 cups of raisins?
Intogors	
Integers	
Add and Subtr	ract Integers and Rational Numbers
5.I.A.1	• Understand integer subtraction as the inverse of integer addition.
5.I.A.2	• Add and subtract integers between -10 and 10.Use the number line and
	chip models for addition and subtraction
5.I.A.3	• Add, subtract, multiply, and divide positive rational numbers fluently
Measurem	ent and Data
Convert like n	neasurement units within a given measurement system.
5.MD.A.1	• Convert among different-sized standard measurement units within a
	given measurement system (e.g., convert 5 cm to $0.05$ m), and use
	these conversions in solving multi-step, real world problems.
Represent and	l interpret data.
5 MD B 2	• Make a line plot to display a data set of measurements in fractions of a
5.1110.10.2	unit $(1/2)$ $1/4$ $1/8)$ Use operations on fractions for this grade to solve
	problems involving information presented in line plots For example
	given different measurements of liquid in identical heakers find the
	amount of liquid each beaker would contain if the total amount in all
	the beakers were redistributed equally
Geometric me	asurement: understand concepts of volume
5 MD C 3	Bassarize volume as an attribute of solid figures and understand
<b>5.MD.C.</b> 5	• Recognize volume as an attribute of solid figures and understand
5 MD C 39	• A guba with side length 1 unit called a "unit cuba" is said to have
5.MD.C.5a	"One cubic unit" of volume, and can be used to measure volume
5 MD C 2h	A solid figure which can be peaked without cone or everlage wing a
5.MD.C.30	• A solid figure which can be packed without gaps or overlaps using n
5 MD C 4	unit cubes is said to have a volume of <i>n</i> cubic units.
5.MD.C.4	• Measure volumes by counting unit cubes, using cubic cm, cubic in,
5 MD C 5	Delete volume to the operations of multiplication and addition 1
5.MD.C.5	• Relate volume to the operations of multiplication and addition and
5 MD C 5-	Solve real world and mathematical problems involving volume.
5.MD.C.5a	• Find the volume of a rectangular prism with whole-number side
	lengths by packing it with unit cubes, and show that the volume is the
	same as would be found by multiplying the edge lengths, equivalently
	by multiplying the height by the area of the base. Represent threefold
	whole-number products as volumes, e.g., to represent the associative
	property of multiplication.
5.MD.C.5b	• Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms
	to find volumes of rectangular prisms with whole-number edge lengths
	in the context of solving real world and mathematical problems.
5.MD.C.5c	Recognize volume as additive. Find volumes of solid figures

	composed of two non-overlapping rectangular prisms by adding the
	volumes of the non-overlapping parts, applying this technique to solve
5 MD C (	real world problems.
5.MD.C.0	• Apply the formula for surface area of a rectangular prism.
Find Areas of	Ceometric Shapes Using Formulas
<b>5 MD D 7</b>	Dermanner maletionsking between areas of methodales triangles and
5.MD.D.7	<ul> <li>Represent relationships between areas of rectangles, triangles, and parallelograms using models</li> </ul>
5.MD.D.8	• Understand and know how to use the area formula of a triangle; $A=1/2$
	bh, and represent using models and manipulatives
5.MD.D.9	• Understand and know how to use the area formula for a parallelogram:
	A=bh and represent using models and manipulatives
5.MD.D.10	• Understand and know how to use the circumference and area formula
	of a circle
Geometry	
Graph points	on the coordinate plane to solve real-world and mathematical problems.
5.G.A.1	• Use a pair of perpendicular number lines, called axes, to define a
	coordinate system, with the intersection of the lines (the origin)
	arranged to coincide with the 0 on each line and a given point in the
	plane located by using an ordered pair of numbers, called its
	travel from the origin in the direction of one axis, and the second
	number indicates how far to travel in the direction of the second axis
	with the convention that the names of the two axes and the coordinates
	correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
5.G.A.2	• Represent real world and mathematical problems by graphing points in
	a quadrant of the coordinate plane, and interpret coordinate values of
	points in the context of the situation.
Classify two-a	limensional figures into categories based on their properties.
5.G.B.3	• Understand that attributes belonging to a category of two-dimensional
	figures also belong to all subcategories of that category. For example,
	all rectangles have four right angles and squares are rectangles, so all
	squares have four right angles
5.G.B.4	• Classify two-dimensional figures in a hierarchy based on properties.
Know the Med	aning of Angles, and Solve Problems
5.G.C.5	• Proficiently associate and angle with a certain amount of turning;
	know that angles are measured in degrees; understand that $90^{\circ}$ , $180^{\circ}$ , $270^{\circ}$ and $260^{\circ}$ are appreciated mean activate with $1/1/1$ and $3/1$ and $5/1$
	$270^{\circ}$ , and $500^{\circ}$ are associated respectively, with $\frac{1}{4}$ , $\frac{1}{2}$ , and $\frac{3}{4}$ , and full turns
5666	<ul> <li>Proficiently measure angles with a protractor and classify them as</li> </ul>
5.0.0.0	• I fonciently measure angles with a productor and classify mellinas acute right obtuse or straight
5.G.C.7	<ul> <li>Proficiently identify and name angles on a straight line and vertical</li> </ul>
	- I following domain and hame angles on a straight fine and vertical

	angles	
5.G.C.8	• Proficiently find unknown angles in problems involving angles on a	
	straight line, angles surrounding a point, and vertical angles	
5.G.C.9	• Know that angles on a straight line add up to 180° and angles	
	surrounding a point add up to 360°; justify informally by	
	"surrounding" a point with angles	
5.G.C.10	• Understand why the sum of the interior angles of a triangle is 180° and	
	the sum of the interior angles of a quadrilateral is 360°, and use these	
	properties to solve problems	
5.G.C.11	• Find unknown angles and sides using the properties of: triangles,	
	including right, isosceles, and equilateral triangles; parallelograms,	
	including rectangles and rhombuses; and trapezoids	
Data and Probability		
Construct and	Construct and Interpret Line Graphs	
5.DP.A.1	• Read and interpret line graphs, bar graphs, pie charts and pictograms. Solve problems based on graph information.	
5.DP.A.2	• Construct graphs from tables of data; include axis labels and scale	
Find and Interpret Mean and Mode for a Given Set of Data		
5.DP.B.3	• Given a set of data, find and interpret the mean, median, mode, and	
	range.	
5.DP.B.4	• Solve word problems involving mean, median, mode, and range.	
5.DP.B.5	• Understand the concept of an outlier and explain how that may affect a given set of data.	



<u>Fifth Grade</u>

Social Studies Standards for the Archdiocese of Detroit

### **History**

### H1 The World in Temporal Terms: Historical Habits of Mind

Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

H1.1	Temporal Thinking
	Use historical conceptual devices to organize and study the past.
	Historians use conceptual devices (eras, periods, calendars, and time lines) to organize their study of the world. Chronology is based on time and
	reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-
	and-moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world's
	population and have lasting significance for future generations and to explain change and continuity.
5-H1.1.1	Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
5-H1.1.2	Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar
	systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar - B.C./A.D.; contemporary secular - B.C.E./C.E. Eastern Hemisphere the Chinese,
	Hebrew, and Islamic/Hijri calendars are included).
H1.2	Historical Inquiry and Analysis
	Use historical inquiry and analysis to study the past.
	History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives),
	recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past
	solely in term of norms and values of today), and explain that historical events often are the result of multiple sources of causation. Students will
	conduct their own inquiry and analysis in their studies about the ancient history of the Western Hemisphere.
5-H1.2.1	Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology,
	historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
5-H1.2.2	Identify by reading a historical passage the basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it
	happened, what events led to the development, and what consequences or outcomes that occurred.
5-H1.2.3	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
5-H1.2.4	Compare and evaluate competing historical perspectives about the past based on evidence of the facts.
5-H1.2.5	Identify the role of the individual in history and the significance of one person's ideas, including human aspirations, strivings, accomplishments, and
	failures in spheres of human activity.
H1.3	Historical Understanding
	Use historical concepts, patterns, and themes to study the past.
	Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings.
	These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of

	human activity.
5-H1.3.1	Describe and use cultural institutions to study an era and a region (political, economic, Catholic and other religions/beliefs, science/technology, written
	language, education, the family).
5-H1.3.2	Describe and use themes of history to study patterns of change and continuity.
5-H1.3.3	Use historical perspective to analyze global issues faced by humans long ago and today.
E1 Era 1 – 7	The Beginnings of Human Society: Beginnings to 4000 B.C.E. /B.C.
	Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental,
	biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world,
	and the causes and consequences of the growth of agriculture.
E1.1	Peopling of the Earth
	Describe the spread of people in the Western Hemisphere in Era 1.
	In the first era of human history, people migrate throughout the world. As communities of hunters, foragers, or fishers, they adapted creatively and
	continually to a variety of contrasting, changing environments in the Americas.
5-E1.1.1	Describe the early migrations of people among Earth's continents (including the Beringia Land Bridge).
5-E1.1.2	Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).
E1.2	Agricultural Revolution
	Describe the Agricultural Revolution and explain why it is a turning point in history. The Agricultural Revolution was a major turning point in history
	that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses,
	and the development of sedentary settlement.
5-E1.2.1	Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).
5-E1.2.2	Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for
	irrigation, adequate precipitation, and suitable growing season).
5-E1.2.3	Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).
<b>E2 Era 2</b> – 1	Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E. /B.C.
	Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.
E2.1	Early Civilizations and Early Pastoral Societies
	Describe the characteristics of early Western Hemisphere civilizations and pastoral societies. During this era early agrarian civilizations and pastoral
	societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed
	cultures that reflected the geography and resources that enabled them to inhabit the more challenging physical environments such as the tundra and
	semi-arid regions of North and South America.
5-E2.1.1	Explain how the environment favored hunter gatherer, pastoral and small scale agricultural ways of life in different parts of the Western Hemisphere.
5-E2.1.2	Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and
	development of villages and towns).

5-E2.1.3	Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available
	(e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).
5-E2.1.4	Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure,
	technology, and division of labor).
E3 Era 3 – 0	Classical Traditions and Major Empires, 1000 B.C.E. /B.C. to 300 C.E. /A.D.
	(Note: Mayan, Aztec, and Incan societies had their beginnings in Era 3 but became more prominent as civilizations in Era 4.)
	Analyze the civilizations and empires that emerged during this era, noting their political, economic, and social systems, and their changing interactions
	with the environment. Analyze the innovations and social, political, and economic changes that occurred through the emergence of agrarian societies
	of Mesoamerica and Andean South America and the subsequent urbanization and trading economies that occurred in the region.
E3.1	Classical Traditions and Major Empires in the Western Hemisphere
	Describe empires and agrarian civilizations in Mesoamerica and South America. Civilizations and empires that emerged during this era were noted for
	their political, economic and social systems and their changing interactions with the environment and the agrarian civilizations that emerged in
	Mesoamerica and South America.
5-E3.1.1	Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.
5-E3.1.2	Explain the role of economics in shaping the development of early civilizations (trade routes and their significance - Inca Road, supply and demand for
	products).
5-E3.1.3	Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and the roles and class structure of
	citizens.
5-E3.1.4	Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.
5-E3.1.5	Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan,
	Aztec, and Incan).
<u>Geography</u>	
G1	The World in Spatial Terms: Geographical Habits of Mind
	Describe the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping
	and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural
	environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and
	decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize
	information and inform their study of the world.
G1.1	Spatial Thinking
	Use maps and other geographic tools to acquire and process information from a spatial perspective. Geographers use published maps, sketch (mental)
	maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective.
	World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in
	presenting information that can be compared, contrasted, and examined to answer the questions "Where is something located?" and "Why is it located
	there?" Students will begin with global scale and then refocus the scale to study the region of the Western Hemisphere, and, finally, focus on a specific
	place.
5-G1.1.1	Describe how geographers use mapping to represent places and natural and human phenomena in the world.

5-G1.1.2	Identify from memory the Western Hemisphere, showing the major regions (Canada, United States, Mexico, Central America, South America, and
	Caribbean) by drawing a sketch map.
G1.2	Geographical Inquiry and Analysis
	Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations
	within the larger world context. Geographers use information and skills to reach conclusions about significant questions regarding the relationships
	between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own
	conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information,
	their skill at critically analyzing the information, and presenting the results of the inquiry.
5-G1.2.1	Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.
5-G1.2.2	Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern
	technology.
5-G1.2.3	Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then
	propose two generalizations about the location and density of the population.
5-G1.2.4	Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human
	and physical characteristics of places and regions.
5-G1.2.5	Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote
	sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.
5-G1.2.6	Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing
	geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.
G1.3	Geographical Understanding
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<b>G1.3</b> 5- G1.3.1 5- G1.3.2 5- G1.3.3	Geographical Understanding         Use geographic themes, knowledge about processes and concepts to study the Earth. The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables student to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.         Use the fundamental themes of geography (location, place, human-environment interaction, movement, and region) to describe regions or places on earth.         Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.         Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.
G1.3 5-G1.3.1 5-G1.3.2 5-G1.3.3 G2	Geographical Understanding         Use geographic themes, knowledge about processes and concepts to study the Earth. The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables student to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.         Use the fundamental themes of geography (location, place, human-environment interaction, movement, and region) to describe regions or places on earth.         Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.         Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.         Places and Regions
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G1.3 5-G1.3.1 5-G1.3.2 5-G1.3.3 G2 G2.1 5-G2.1.1	Geographical Understanding         Use geographic themes, knowledge about processes and concepts to study the Earth. The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables student to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.         Use the fundamental themes of geography (location, place, human-environment interaction, movement, and region) to describe regions or places on earth.         Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.         Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.         Places and Regions         Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places.         Physical Characteristics of Place         Describe the physical characteristics of places.         Describe the landform features and the climate of the region within the Western or Eastern Hemispheres that is under study.
G1.3 5-G1.3.1 5-G1.3.2 5-G1.3.3 G2 G2.1 5-G2.1.1 5-G2.1.2	Geographical Understanding         Use geographic themes, knowledge about processes and concepts to study the Earth. The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables student to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.         Use the fundamental themes of geography (location, place, human-environment interaction, movement, and region) to describe regions or places on earth.         Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.         Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.         Places and Regions         Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.         Physical Characteristics of Place         Describe the physical characteristics of places.         Describe the landform features and the climate of the region within the Western or Eastern Hemispheres that is under study.         Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements
G1.3 5-G1.3.1 5-G1.3.2 5-G1.3.3 G2 G2.1 5-G2.1.1 5-G2.1.2	Geographical Understanding         Use geographic themes, knowledge about processes and concepts to study the Earth. The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables student to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.         Use the fundamental themes of geography (location, place, human-environment interaction, movement, and region) to describe regions or places on earth.         Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.         Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.         Places and Regions         Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places.         Physical Characteristics of Place         Describe the physical characteristics of places.         Describe the londform features and the climate of the region within the Western or Eastern Hemispheres that is under study.         Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere)
G1.3 5-G1.3.1 5-G1.3.2 5-G1.3.3 G2 G2.1 5-G2.1.1 5-G2.1.2	Geographical Understanding         Use geographic themes, knowledge about processes and concepts to study the Earth. The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables student to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.         Use the fundamental themes of geography (location, place, human-environment interaction, movement, and region) to describe regions or places on earth.         Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.         Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.         Places and Regions         Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.         Physical Characteristics of places.         Describe the physical characteristics of places.         Describe the landform features and the climate of the region within the Western or Eastern Hemispheres that is under study.         Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Wester

	Describe the human characteristics of places.
5-G2.2.1	Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural
	traditions).
5-G2.2.2	Explain how communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric
	power generation, agriculture, snowmobiles, cell phones, air travel).
5-G2.2.3	Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring
	impacts of different immigrant groups - Africans, South Asians, Europeans - and the differing contemporary points of view about the region displayed
	by islanders and tourists).
G3	Physical Systems
	Describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying
	ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.
G3.1	Physical Processes
	Describe the physical processes that shape the patterns of the Earth's surface.
5-G3.1.1	Construct and analyze climate graphs for two locations at different latitudes and elevations in the region answering geographic questions and making
	predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).
G3.2	Ecosystems
	Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.
5-G3.2.1	Explain how and why ecosystems differ in relationship to the differences in latitude, elevation, and human activities (e.g., South America's location
	relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and
	rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).
5-G3.2.2	Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high
	latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).
G4	Human Systems
	Explain that human activities may be seen on Earth's surface. Human systems include the way people divide the land, decide where to live, develop
	communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.
G4.1	Cultural Mosaic
	Describe the characteristics, distribution and complexity of Earth's cultural mosaic.
5-G4.1.1	Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care,
	Internet, consumer brands, currency, restaurants, international migration, and Catholic and other religions).
G4.2	Technology Patterns and Networks
	Describe how technology creates patterns and networks that connect people, products, and ideas.
5-G4.2.1	List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call
	centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and
	perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).
G4.3	Patterns of Human Settlement
	Describe patterns, processes, and functions of human settlement.
5-G4.3.1	Identify places in the Western Hemisphere that have been modified to become suitable for settlement by describing the modifications that were
	necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).

5-G4.3.2	Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of
	megacities - modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).
G4.4	Forces of Cooperation and Conflict
	Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.
5-G4.4.1	Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and
	cultural diversity).
5-G4.4.2	Describe the cultural clash of First Peoples, the French and English in Canada long ago, and the establishment of Nunavut in 1999.
5- G4.4.3	Describe the cultural conflict between various religious groups.
G5	Environment and Society
	Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use
	Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how
	physical systems affect human systems.
G5.1	Humans and the Environment
	Describe how human actions modify the environment.
5-G5.1.1	Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere
	(water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).
5-G5.1.2	Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing
	in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining in
	Kentucky and West Virginia).
5–G5.1.3	Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in
	one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).
G5.2	Physical and Human Systems
	Describe how physical and human systems shape patterns on the Earth's surface.
5– G5.2.1	Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting
	to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic
	eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).
G6	Global Issues Past and Present
	Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects
	that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside
	the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics
	and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.
G6.1	Global Topic Investigation and Issue Analysis
	Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues
	and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year
	the students will complete a capstone project.
	One Capstone Project is required; you may use either Option 1 or Option 2.
5–G6.1.1	Demonstrate knowledge of a contemporary investigation by conducting research on contemporary global topics and issues, compose persuasive essays,
	and develop a plan for action.

Option1	Suggested Contemporary Investigation Topics
	Global Climate Change – Investigate the impact of global climate change and describe the significance for human/environment relationships.
	Globalization – Investigate the significance of globalization and describe its impact on international economic and political relationships.
	Migration - Investigate issues arising from international movement of people and the economic, political, and cultural consequences.
	Human-Environmental Interactions - Investigate how policies from the past and their implementation have had positive or negative consequences for
	the environment in the future.
	Natural Disasters - Investigate the significance of natural disasters and describe the effects on human and physical systems, and the economy, and the
	responsibilities of government.
	Impact of Technology on Human Interaction-Investigate the impact of technological change and describe the significance for human and global
	interaction.
5-G6.1.2	Demonstrate knowledge of Ancient World History Eras by conducting research on global topics and issues, composing persuasive essays, and
Option 2	developing a plan for action.
	Suggested Ancient World History Investigation Topics
	W1 Era 1
	Population Growth and Resources – Investigate how population growth affects resource availability.
	Migration – Investigate the significance of migrations of peoples and the resulting benefits and challenges.
	W2 Era 2
	Sustainable Agriculture – Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.
	W3 Era 3
	Development – Investigate economic effects on development in a region and its ecosystems and societies.
Civics and C	<u>lovernment</u>
C1	Purposes of Government
	Analyze how people identify, organize, and accomplish the purposes of government.
C1.1	Nature of Civic Life, Politics, and Government
	Describe Civic Life, Politics, and Government and explain their relationships.
5-C1.1.1	Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights,
	promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).
C2	Structure and Functions of Government
	Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning
	individual and collective responsibilities, generating revenue, and providing national security.
C2.1	Characteristics of Nation-States
	Describe the characteristics of nation-states and how they may interact.
5-C2.6.1	Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws,
	and government), and how Western Hemisphere nations interact.
5-C2.6.2	Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a
	parliamentary system of representative democracy such as Canada.
C3	Relationship of United States to Other Nations and World Affairs

	Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and
	incentives, and military force, and threat of force.
C4.3	Conflict and Cooperation Between and Among Nations
	Explain the various ways that nations interact both positively and negatively.
5-C4.3.1	Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in
	Nicaragua).
5-C4.3.2	Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and
	human rights).
5-C4.3.3	Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement
	(NAFTA), Organization of American States (OAS), and United Nations (UN)).
E1	The Market Economy
	Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of
	incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market
	economy.
E1.1	Individual, Business, and Government Choices
	Describe how individuals, businesses and government make economic decisions when confronting scarcity in the market economy.
5-E1.1.1	Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods; wanting to avoid loss in position in society, job
	placement).
E2	The National Economy
	Use economic concepts, terminology, and data to identify and describe how a national economy functions. Study the role of government as a provider
	of goods and services within a national economy.
E2.1	Role of Government
	Describe how national governments make decisions that affect the national economy
5-E2.1.1	Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.
E3	International Economy
	Analyze reasons for individuals and businesses to specialize and trade; why individuals and businesses trade across international borders;
	comparisons of the benefits and costs of specialization that result in trade for consumers, producers, and governments.
E3.1	Economic Interdependence
	Describe patterns and networks of economic interdependence, including trade.
5-E3.1.1	Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and make generalizations about patterns of
	economic interdependence.
5-E3.1.2	Demonstrate the cycle of the flow of materials, labor, and capital by producing a diagram or map that shows movement of a consumer product from
	where it was manufactured to where it was sold.
5-E3.1.3	Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet-based home offices,
	international work teams, and international companies).
E3.2	Economic Systems
	Describe how societies organize to allocate resources to produce and distribute goods and services.
5-E3.2.1	Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it

	be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and	
	Jamaica.)	
Public Disco	Public Discourse, Decision Making, and Citizen Involvement	
P1.1	Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement	
5-P1.1.1	Demonstrate knowledge of how to clearly state an issue or public policy as a question, then trace the origins of the issue, analyze various perspectives,	
	and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed	
	decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to	
	advance views on matters of public policy, report the results, and evaluate effectiveness.	
	<ul> <li>Identify public policy issues related to global topics and issues studied.</li> </ul>	
	• Clearly state the issue as a question of public policy orally or in written form.	
	• Use inquiry methods to acquire content knowledge and appropriate data about the issue.	
	• Identify the causes and consequences and analyze the impact, both positive and negative.	
	<ul> <li>Share and discuss findings of research and issue analysis in group discussions and debates.</li> </ul>	
	• Compose a persuasive essay justifying the position with a reasoned argument.	
	• Develop an action plan to address or inform others about the issue at the local to global scales.	
P1.2	Citizen Involvement	
	Act constructively to further the public good.	
6-P1.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy,	
	report the results, and evaluate effectiveness.	
6-P1.2.2	Engage in activities intended to contribute to solving a national or international problem studied.	
6 – P1.2.3	Participate in projects to help or inform others (e.g., Catholic service learning projects to promote social justice).	