

# Grade 5 Curriculum Map

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## Science

## Matter

## Power Standards

PS 1 – Scientific Inquiry: Students demonstrate the ability to apply inquiry skills to explore and understand the world around them.

- a. Make observations about objects and/or events in context
- b. Ask testable questions
- c. Identify variables
- d. Provide explanations (hypotheses) that are reasonable in terms of evidence
- e. Collect data
- f. Organize data into tables/graphs

PS 2 - Physical Science: Students describe the relationship between energy and matter.

- a. Describe and observe densities of substances
- b. List three ways to measure matter
- c. Measure the weight of a gas
- e. Predict the effect of heating and cooling on the physical state and the mass of a substance
- f. Record and explain four examples of physically changed matter
- g. Observe three chemical changes, list the indicators, and identify the new substances

## Social Studies

## Power Standards

# October

## Matter

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## U.S. Government

PS 1 - Inquiry: Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues.

- a. Develop a focus question (thesis) to analyze and interpret information about the United States
- b. Distinguish between a primary and a secondary source
- c. Include one primary source in inquiry
- d. Cite relevant sources used in inquiry
- e. Draw a conclusion that can be generalized to personal experiences
- f. Summarize relevant findings in more than one presentation format (including reports) for multiple audiences

PS 5 – Civics, Government, and Society: Students debate the meaning of citizenship in a democracy, from local, national, and global perspectives and act as informed citizens who demonstrate an understanding of human rights, responsibilities, and political tensions.

- a. Explain the three branches of government as a system of necessary checks and balances
- b. Identify the Bill of Rights as the first ten amendments of the United State Constitution
- c. Justify the necessity of the Bill of Rights in a democracy
- d. Name the Five Freedoms in the First Amendment and explain two important responsibilities associated with those rights
- e. Explain how a citizen in a democracy creates changes in law

# November

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## Earth Layers and Plate Tectonics

PS 5 - Universe, Earth, and Environment: Students observe, describe, explain, and predict continual changes in the universe and in Earth's features and atmosphere and consider their impact on managing natural resources and agricultural systems.

- a. Describe the differences among the layers of the earth
  
  
- d. Explain the relationship among volcanoes, earthquakes, and the movement of the earth's plates

# January

## U.S. Geography

PS 3 – Physical Geography: Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future.

- a. Interpret a political and physical map of a region of the United States
- b. Locate the major geographical regions of the United State on a map
- c. Explain how climate and physical features impact ways of life in different regions of the United States
- d. Explain two significant environmental changes experienced by indigenous peoples during the settlement of various regions of the United States

# February

## Weathering and Erosion

PS 5 - Universe, Earth, and Environment: Students observe, describe, explain, and predict continual changes in the universe and in Earth's features and atmosphere and consider their impact on managing natural resources and agricultural systems.

c. Identify three examples of geologic changes on the earth's surface

# March

## Early Settlement/Native Americans

PS 2 - History: Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history.

- a. Identify an object used by the colonists and explain how the use of this object and the object itself may be different today
- b. Identify three reasons for European exploration of the North American continent (the “New World”)
- c. Explain the causes and effects of conflicts among indigenous peoples and the colonists

PS 4 – Cultural Geography: Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world.

- a. Explain two significant cultural changes experienced by colonists during the settlement of New England and their positive and negative consequences
- b. Explain two ways the populations of indigenous peoples were affected during the settlement of New England
- c. Identify how cultures within New England have both changed and remained the same
- d. Describe how indigenous peoples from various regions of the United States have influenced American culture at various times in history
- e. Describe how settlers and immigrants from various areas of the world have influenced American culture at various times in history

# April

## Rock Cycle

PS 5 - Universe, Earth, and Environment: Students observe, describe, explain, and predict continual changes in the universe and in Earth's features and atmosphere and consider their impact on managing natural resources and agricultural systems.

c. Sketch and label the rock cycle

## Explorers

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# May

## Electricity

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Describe and observe densities of substances

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## Economics

PS 6 – Economics: Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources.

a. Define basic economic concepts

b. Give examples of goods and services within a region of our country and their importance and impact

# June

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