

5th Grade Syllabus 2020-2021

5th Grade Teachers:

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Daily Schedule:

Please check each teacher's website for their daily schedule.

Social Studies Units of Instruction

Unit 1	Unit 1 Movement SC State Inquiry Standards During this unit students will learn about movement that occurred in the United States. Students will explore push and pull factors that led immigrants to America, along with reasons and obstacles settlers faced when moving west. Students will explore the impact the Transcontinental Railroad had on American society.
Unit 2	Unit 2 Economic Expansion SC State Inquiry Standards During this unit students will learn about the second Industrial Revolution and how it contributed to the United States economic and political expansion. Students will explore ways in which this expansion impacts different groups within America.
Unit 3	Unit 3 The Role of Government SC State Inquiry Standards During this unit students will learn about the cultural and economic impacts of the Roaring 20's, Great Depression and WWI. Students will explore continuities and changes that impacted the United States and South Carolina during this time period.
Unit 4	Unit 4 America and WWII SC State Inquiry Standards During this unit students will learn about economic, political and social effects of WWII on America and South Carolina. Students will explore how government policies and new technology affect different groups around the world.
Unit 5	Unit 5 WWII Impact SC State Inquiry Standards During this unit students will learn about the continuities and changes regarding the United States international leadership during WWII and after. Students will explore different political ideologies and tensions that developed between the United States and the Soviet Union.
Unit 6	Unit 6 Social Changes SC State Inquiry Standards In this unit students will learn about conflicts, innovations, and social changes in the United States and South Carolina, from 1950–1980. Students will explore continuities and changes in race relations in the United States and South Carolina.
Unit 7	Unit 7 Global Connections SC State Inquiry Standards In this unit students will learn about global economic, social, and political roles of the United States and South Carolina from 1980–present. Students will explore the impact of technology on American society, and the United States global involvement in humanitarian efforts.

Science Units of Instruction

Standard 5.S.1: The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.

Standard 5.P.2: The student will demonstrate an understanding of the physical properties of matter and mixtures.

Standard 5.E.3: The student will demonstrate an understanding of how natural processes and human activities affect the features of Earth's landforms and oceans.

Standard 5.L.4: The student will demonstrate an understanding of relationships among biotic and abiotic factors within terrestrial and aquatic ecosystems.

Standard 5.P.5: The student will demonstrate an understanding of the factors that affect the motion of an object.

1st Quarter:

Science Safety and SEPs Practice
Matter and Mixtures

2nd Quarter:

Matter and Mixtures (cont'd)
Changes in Landforms and Oceans

3rd Quarter:

Forces and Motion

4th Quarter:

Interdependent Relationships in Ecosystems
STEAM Extension: Building on the Science of Engineering Practices

Math Units of Instruction

Grade 5 Year-at-a-Glance 2020

1 st Quarter		
	Unit	Standards
1	Understand Volume	5.MDA.3 a, b
2	Develop Multiplication and Division Strategies	5.NSBT.5; 5.NSBT.6
3	Use Equivalency to Add and Subtract Fractions (cont. into 2nd Quarter)	5.NSF.1; 5.NSF.2
2 nd Quarter		
3	Use Equivalency to Add and Subtract Fractions	5.NSF.1; 5.NSF.2
4	Represent Algebraic Thinking	5.ATO.1; 5.ATO.2
5	Expand Understanding of Place Value to Decimals	5.NSBT.1; 5.NSBT.2 a, b; 5.NSBT.3; 5.NSBT.4
6	Understand Multiplying Fractions by Fractions (cont. into 3rd Quarter)	5.NSF.3; 5.NSF.4 a, b, c; 5.NSF.5 a, b, c, d; 5.NSF.6; 5.ATO.1; 5.ATO.2
3 rd Quarter		
6	Understand Multiplying Fractions by Fractions	5.NSF.3; 5.NSF.4 a, b, c; 5.NSF.5 a, b, c, d; 5.NSF.6; 5.ATO.1; 5.ATO.2
7	Develop the Concept of Dividing Unit Fractions	5.NSF.3; 5.NSF.7 a, b 5.NSF.8; 5.ATO.1; 5.ATO.2
8	Solve Problems Involving Volume	5.MDA.3 a, b, c; 5.MDA.4
9	Perform Operations with Decimals	5.NSBT.7; 5.ATO.1; 5.ATO.2
4 th Quarter		
10	Classify Two-Dimensional Figures	5.G.3; 5.G.4
11	Conversions in Real World Problems	5.MDA.1
12	Solve Problems with Fractional Quantities	5.MDA.2
13	Explore the Coordinate Plane	5.G.2; 5.ATO.3 a, b, c, d
14	Finalizing Multiplication/Division with Whole Numbers	5.NSBT.5; 5.NSBT.6; 5.ATO.1; 5.ATO.2

Reading Units of Instruction



Launching Reading with Independence **Suggested Pacing: 30 days**

This unit is designed to launch the reading workshop and teach students to read with inference and interpretation. Students will develop text-based theories about characters and support those theories with evidence from the text. At the same time, you'll also be working to build a culture which values and supports reading-- lots of it. With reading workshop firmly in place in previous grades, students will likely come into your room well-attuned to how to be a member of a class which values reading.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.



Applying Foundational Skills **in Nonfiction Reading** **Suggested Pacing: 30 days**

This unit is designed to teach students to notice the underlying structures of texts in order to help them hold onto the central ideas and key details of these texts. The unit highlights the importance of text structures and channels students to focus in on texts of a particular structure for a bit, noting the ways that structure teaches readers. This unit places a strong emphasis on supporting students' abilities to make inferences and grow ideas, always grounding ideas in text evidence.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.



Tackling Complex Texts **Suggested Pacing: 25 days**

This unit is designed to support students in thoughtfully reading complex texts (novels). For your readers to think deeply about the novels they read, it will be important for them to explore ideas they have about their books through writing. Your students should read through a lens that reveals characters' relationships, setting descriptions, and recurring objects. Students will be able to glean big understandings around characters' motivations and the themes carried across the books.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.



Learning Through Reading

Suggested Pacing: 25 days

This unit is designed to support students in gathering information and analyzing how that information is conveyed, so they can evaluate texts rather than simply summarize them. They will be bringing all they have learned about informational reading, including how to determine central ideas and key supporting details, compare and contrast text structures, and analyze multiple points of view on a topic.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.



Exploring Themes and Symbols in Texts

Suggested Pacing: 25 days

This unit is designed to acquaint students with the genre of fantasy. To begin, students will read multiple fantasy novels and then widen their reading to include informational texts that offer insights into the settings within their books. In doing so, students will become more analytical in their thinking as they work to connect texts. Students will notice that "A good fantasy is deeply rooted in human experience," (Nikki Gamble and Sally Yates) and will be confronted with new ideas about the themes that live in their books and those that parallel themes in history. All in all, from studying a particular genre, the goal is that your students think, talk, and read texts with deeper understanding and write effectively.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.



Testing as a Genre

Suggested Pacing: 25 days

Writing Units of Instruction



Narrative Writing - Revisiting Narratives **Suggested Pacing: 30 days**

This unit is designed to provide opportunities to engage in repeated successful practice of the structures and expectations of writing workshop in support of accelerated progress in narrative writing. Knowing that many older writers may be resistant to writing, decisions for this unit need to be made with an eye to increase students' engagement in the work. The unit aims to emphasize that the students will be writing like professionals and engaging in writing work that is similar to published authors. Narrative writing will be strengthened through explicit instruction on generating meaningful ideas and utilizing the story arc to structure these ideas.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.



Informational Writing - The Lens of History **Suggested Pacing: 30 days**

This unit is designed for students to raise the level of their informational writing, in particular research support writing, by establishing structure, development, and language. This unit of study on research-based informational writing could focus on Westward Expansion, but you can, of course, embed the unit into other content. You will want to make sure that students know enough about the content to write well. Otherwise what will look like writing difficulty will really be knowledge limits. It's impossible for students to write well without a deep knowledge of the topic.



There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.



Argument Writing - Literary/Comparative Essay **Suggested Pacing: 25 days**

This unit is designed for students to write essays about reading. The goal is to help students who can already write essays about their lives transfer and adapt that skill so they are also able to write essays about books (and short texts) and eventually, to write essays that compare several texts. This unit falls within the tradition of opinion/argument writing, but it is a unit on text-based reading. Across this unit, you will strengthen students' analytical reading skills and support them in writing well-structured, evidence-based opinion pieces across a variety of text types.

There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.

	<div data-bbox="475 136 1195 321" data-label="Section-Header"> <h2>Informational Writing - Revisiting the Essentials</h2> <h3>Suggested Pacing: 25 days</h3> </div> <div data-bbox="190 363 1463 531" data-label="Text"> <p>This unit is designed to accelerate students' growth in this genre while also helping them build their identities as writers, their volume of writing. Above all, the unit aims to help students learn to love writing. The unit provides lots of opportunities to write informational texts on topics of personal expertise and helps them envision the larger topic of an informational text as being comprised of smaller subtopics. Students are given repeated opportunities to practice doing this work and planning and revision strategies to help them.</p> </div> <div data-bbox="190 556 1395 613" data-label="Text"> <p>There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.</p> </div>
	<div data-bbox="367 682 1292 802" data-label="Section-Header"> <h2>Narrative Writing - Narrative Craft</h2> <h3>Suggested Pacing: 25 days</h3> </div> <div data-bbox="190 842 1458 1064" data-label="Text"> <p>This unit is designed to revisit narrative writing and to convey the expectation for students to draw on all they know from prior years of work, including the repertoire of strategies they have already learned for generating narrative writing. Teaching for transfer, helping writers to draw on all they have already learned about good writing, allows writers to be decision makers. Writers need to assess their work, review their options, and make decisions about the work that needs to be done daily. The level of writing is raised by emphasizing what it means to do any strategy really well and by emphasizing that writers must make decisions based on their plans for a piece of writing, their assessment of the draft, and their full knowledge.</p> </div> <div data-bbox="190 1092 1395 1148" data-label="Text"> <p>There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.</p> </div>
	<div data-bbox="475 1218 1195 1337" data-label="Section-Header"> <h2>Testing as a Genre</h2> <h3>Suggested Pacing: 25 days</h3> </div> <div data-bbox="190 1360 1463 1432" data-label="Text"> <p></p> </div>
	<div data-bbox="399 1484 1255 1604" data-label="Section-Header"> <h2>Opinion Writing - Shaping Texts</h2> <h3>Suggested Pacing: 20 days</h3> </div> <div data-bbox="190 1644 1446 1755" data-label="Text"> <p>This unit is designed to support students in shaping texts from essay and narrative to memoir. Memoir demands an innovative structure, because the writing moves from storytelling to explication. Therefore, students will have to draw on all they know from narrative and opinion writing to tackle this challenging genre.</p> </div> <div data-bbox="190 1780 1395 1837" data-label="Text"> <p>There should be a specific focus for each part of the unit. Each part builds upon the previous part to support the end of unit goals.</p> </div>

Grading Policy

All subjects have MAJOR and MINOR grades.

In Math, Reading, Science, and Social Studies:

Major grades are 40% of the final grade.

Minor grades are 60% of the final grade.

In Language Arts:

Major grades are 30% of the grade.

Minors grades are 60% of the grade.

Spelling grades is 10% of the grade.

*Lowest minor grade in each subject will be dropped prior to the report card being issued.

Grading Scale:

90 - 100: A

80 - 89: B

70 - 79: C

60 - 69: D

50 - 59: F

Homework Policy:

Students will need to study for upcoming tests. Study guides will be provided in Math, Science, and Social Studies. Students will need to complete all assignments in Google Classroom during eLearning days.

Communication:

Weekly Newsletters will be emailed to parents on Monday. Grades will be posted in Backpack. Teacher websites will be updated weekly with new class information. If you have any questions, please contact your child's teacher. Please see contact information at the top of this document.

Classroom Management Plan:

At Lake Forest, we use PBIS (Positive Behavior Intervention and Supports). PBIS is a proactive approach to school-wide discipline. It promotes maximizing student engagement through the implementation of prevention and intervention strategies. *Teachers continually review daily classroom procedures. If you have questions about these procedures, please contact your child's teacher.

PRIDE Expectations

	Classroom	Cafeteria	Hallways	Bathroom	Bus
Positive	<ul style="list-style-type: none"> -Praise others -Share -Take turns -Use calming strategies 	<ul style="list-style-type: none"> -Eat for energy 	<ul style="list-style-type: none"> -Smile -Silent wave 	<ul style="list-style-type: none"> -Wait your turn 	<ul style="list-style-type: none"> -Be a positive role model
Respectful	<ul style="list-style-type: none"> -Follow directions -Keep hands/feet/objects to yourself -Clean up after yourself -Use manners (say please/thank you) 	<ul style="list-style-type: none"> -Speak clearly and politely with cafeteria staff -Keep hands/feet/objects to yourself -Clean up after yourself 	<ul style="list-style-type: none"> -S & Q-straight and quiet -Keep hands/feet/objects to yourself 	<ul style="list-style-type: none"> -Use bathroom quickly and quietly -Keep hands/feet/objects to yourself -Clean up after yourself 	<ul style="list-style-type: none"> -Speak and listen kindly to others -Follow directions -Keep hands/feet/objects to yourself -Clean up after yourself

Involved	<ul style="list-style-type: none"> -Ask on topic questions -Answer appropriately -Be prepared -Complete my work in a timely manner 	<ul style="list-style-type: none"> -First 10 minutes of lunch are for eating 	<ul style="list-style-type: none"> -Remember others' personal space 	<ul style="list-style-type: none"> -Wash your hands 	<ul style="list-style-type: none"> -Look out for others
Determined	<ul style="list-style-type: none"> -Try and try again -Accept feedback -Work to solve problems 	<ul style="list-style-type: none"> -Use table manners 	<ul style="list-style-type: none"> -Keep up with your class 	<ul style="list-style-type: none"> -Flush after use 	<ul style="list-style-type: none"> -Safety first
Effort	<ul style="list-style-type: none"> -Ask for help -Do your best work -Stay on task 	<ul style="list-style-type: none"> -Be prepared to order 	<ul style="list-style-type: none"> -Walk safely 	<ul style="list-style-type: none"> -Use only what you need 	<ul style="list-style-type: none"> -Sit correctly