



Fifth Grade Curriculum Chart 2019-2020

ISA is part of
Sahara Global Education Development

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p>English Reading</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<ul style="list-style-type: none"> - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <ul style="list-style-type: none"> - 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). - Describe how a narrator's or speaker's point of view influences how events are described. 	<ul style="list-style-type: none"> - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. - Describe how a narrator's or speaker's point of view influences how events are described. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 	<ul style="list-style-type: none"> - 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). - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 	<ul style="list-style-type: none"> - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently
<p>English Writing</p> <p>To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.</p>	<ul style="list-style-type: none"> - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the 	<ul style="list-style-type: none"> - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. 	<ul style="list-style-type: none"> - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to 	<ul style="list-style-type: none"> - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. - Draw evidence from literary or informational texts to support analysis, reflection, and research. - 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.

	narrated experiences or events.		inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	
<p style="text-align: center;">English Speaking & Listening</p> <p>To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.</p>	<ul style="list-style-type: none"> - 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. a. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions 	<ul style="list-style-type: none"> - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. 	<ul style="list-style-type: none"> - 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. - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. 	<ul style="list-style-type: none"> - 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. - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Math	<ul style="list-style-type: none"> -Review -Place value -Graphs, data analysis, and sampling -Number Theory 	<ul style="list-style-type: none"> -Add, subtract, multiply, divide whole numbers and decimals - Adding, subtracting, multiplying, and dividing fractions 	<ul style="list-style-type: none"> -Percents - Ratio and Probability -Algebra basics: expressions and equations 	<ul style="list-style-type: none"> -Measurement -Geometry basics - Perimeter and Area -Surface Area, Volume, and Symmetry
Science	<ul style="list-style-type: none"> - How Scientists Work - The Engineering Process - Forces and Motion - Light and Sound 	<ul style="list-style-type: none"> - Cells to Body Systems - Living Things Grow and Reproduce 	<ul style="list-style-type: none"> - Solar System and the Universe - Changes to the Earth's Surface 	<ul style="list-style-type: none"> - Rock Cycle - Fossils - Oceans - Natural Resources
ICT Technology	<ul style="list-style-type: none"> - Responsibility and Personal Information - Power of Words - Respect for others 	<ul style="list-style-type: none"> - Strong Passwords - Digital Citizenship - What is spam? 	<ul style="list-style-type: none"> --Keywords and searching - How to Cite a Site - Research online 	<ul style="list-style-type: none"> - Talking Safely Online - Privacy Rules - What is Cyberbullying
French/Arabic	<p><u>Level I</u></p> <ul style="list-style-type: none"> - I can recognize a few letters or characters. - I can alphabetize a few names or words. - I can match a character in a headline to a supporting visual. - I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures. - I can understand greetings. - I can recognize some color words. I can understand some numbers. - I can understand some food items. - I can copy some familiar words, characters, or phrases. - Participate in age-appropriate cultural activities, games and songs. - Be familiar with a few well-known children's stories of the target culture. 			

	<p><u>Level II</u></p> <ul style="list-style-type: none"> - I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of conversations that I overhear. - I can present basic information on familiar topics using language I have practiced using phrases and more complex sentences. - I can write lists and memorized phrases on familiar topics. - I can use culturally appropriate courtesy expressions. - I can understand the necessary grammatical and syntactical functions in languages, and use them in the target language. - I can use the target language to present written and oral reports on topics studied in other disciplines, and vice versa. - I can integrate products of the target culture to other school subjects (technology skills, music, songs, arts, games, etc.). 			
<p>Fine Arts</p>	<p><u>Visual Arts</u></p> <ul style="list-style-type: none"> - Combine ideas to generate an innovative idea for art-making (around a given theme) - Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art. - Create artist statements using art vocabulary to describe personal choices in art-making (for your unique creation) 	<p><u>Visual Arts</u></p> <ul style="list-style-type: none"> - Present your creation, getting written feedback from viewers - Compare one's own interpretation of a work of art with the interpretation of others <p><u>Music</u></p> <ul style="list-style-type: none"> - With your peers, view part 1 of a teacher-selected (no more than 30 minutes) musical; document specific examples of music communicating a major message in the musical that did not include vocals 	<p><u>Music</u></p> <ul style="list-style-type: none"> - Collaborate in pairs to share documentation from viewing; choose the best example to share with other pairs - View part 2 of the musical, following the same procedure - In small groups, chose one example to revise and present to the class; applying teacher-provided and collaboratively developed criteria and feedback, and explain rationale for changes. 	<p><u>Drama/Theater</u></p> <ul style="list-style-type: none"> - Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances. - Revise and improve an improvised or scripted drama/theatre work through repetition and self-review. - Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.

** Topics and times may change depending on student progress in each area of learning.