

Sanborn Regional School District

Grade 5 Language Arts, Social Studies and Science Curriculum Map

	Themes & Essential Questions	Standards-based Essential Skills/Concepts to be Targeted & Instructional Strategies		Formative/Summative Assessments (Writing Assignments, Projects, Performances)	Multi-genre Thematic Texts (Novels, drama, short fiction, poetry, nonfiction)
Trimester III	Justice	<p>Reading</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Knowledge of word structures: context clues Resources Use appropriate words to explain the use of words in context <p><u>Literary Text</u></p> <ul style="list-style-type: none"> Identifying or describing characters, setting, problem/solution, or plot Identify any significant changes in character (s) over time Paraphrasing or summarizing key ideas, with major events sequenced as appropriate to text Describe characters physical traits, personality traits or interactions; or providing examples of thoughts, words, or actions that reveal characters' personality traits or their changes over time Demonstrate knowledge of use of literary elements and devices (imagery, exaggeration) to analyze literary works <p><u>Informational Text</u></p> <ul style="list-style-type: none"> Obtain information from text features Use information from text to answer questions related to the main/central ideas or key concepts Connecting information within a text or across texts Synthesize information within or across texts (constructing appropriate titles; or formulating assertions or controlling ideas) Drawing inferences about texts including author's purpose (to inform, explain, persuade) or message; or forming and supporting opinions/judgements and assertions about central ideas that are relevant 	<p>Writing</p> <p><u>Applying Sentences/Paragraph</u></p> <ul style="list-style-type: none"> Paragraph Form: indenting, main idea, supporting details Varying sentence length to enhance meaning (including phrases and clauses) <p><u>Showing Understanding of Ideas</u></p> <ul style="list-style-type: none"> Identify main idea Identify support for ideas Using specific details <p>Recognizing structures within paragraphs; description, sequential, chronology, proposition,/support, compare/contrast</p> <p><u>Analyze</u></p> <ul style="list-style-type: none"> Selecting appropriate information to set context/background Summarize key ideas Connecting what has been read to prior reading Maintaining a focus Making inferences about content, characters, setting, or common themes Organizing ideas, using transition words/phrases and writing a conclusion that provides closure <p><u>Narrative</u></p> <ul style="list-style-type: none"> Creating a clear and coherent / logically consistent story line Establish context Use transition words Using relevant and descriptive details Using dialogue to advance story or plot Developing characters through description <p><u>Writing Reports</u></p> <ul style="list-style-type: none"> Using an organization text structure appropriate to focus/controlling idea Selecting appropriate information Using transition words Conclusion that provides closure Stating and maintaining a focus/controlling idea on a topic <p><u>Elaboration</u></p> <ul style="list-style-type: none"> Backing controlling idea with facts <p><u>Mechanics</u></p> <ul style="list-style-type: none"> Subject-verb agreement Capitalization Using punctuation to clarify meaning Correctly spelling high frequency words 	<p>6+ Writing Traits</p> <ul style="list-style-type: none"> Word choice Voice <p>Writing Activities</p> <p>Tall Tales – Pecos Bill, John Henry</p> <p>Need to be able to write a multiple paragraph report!!! Don't use the word "I"</p>	<p>Charley Skedaddle</p> <p>Freedom Wings</p> <p>Bios of Slaves/Heroes</p> <p>Bud Not Buddy</p> <p>Roll of Thunder, Hear my Cry</p>
	Westward Expansion			<p><u>Reading</u></p> <p>Slavery Lit Circles</p> <p>Charley Skedaddle</p> <p>Freedom Wings</p> <p>Bios of Slavery Heroes (Harriet Tubman...)</p> <p>Underground Railroad</p> <p>My Brothers Keeper</p> <p><u>Accepting Others....Lit Circle or Read Aloud</u></p> <p>Bridge to Terabithia</p> <p>Holes</p> <p>Bud, Not Buddy</p> <p>Social Studies</p> <p>Manifest Destiny</p> <p>Westward Expansion (Lewis and Clark Newsletter – Publisher)</p> <p>Interact: Trial of John Brown</p> <p>Slavery</p> <p>Interact: Lewis and Clark</p> <p>Cultural Immersion Day (Life in pre-Civil War times)</p> <p>Science</p> <p>Variables - FOSS</p> <p>Build Bridges</p> <p>Critical Thinking/Challenges</p> <p>What is it about us as humans which makes us decide what is acceptable and what isn't as a global community? (Human Rights, UN...) How is this reassessed as members of the global community / economy? Cause and Effect – how do our actions affect others?</p>	<p><u>Movies</u></p> <p>Bridge to Terabithia (2007 version)</p> <p>My Brothers Keeper</p> <p>Night John (parental permission needed)</p> <p>Follow the Drinking Gourd</p> <p>Brother Future</p> <p>Rosa Parks Mighty Times</p> <p>Holes ☺</p> <p>Pecos Bill / Paul Bunyan</p> <p><u>Technology</u></p> <p>Oregon Trail Game</p> <p><u>Trips & Guests</u></p> <p>Stand by Me - Camp Lincoln</p> <p>End of Year – Camp Lincoln or Salisbury Beach</p> <p>Mystic Seaport (CT) – Amistad</p> <p>Moffat/Ladd House in Portsmouth (underground railroad stop)</p> <p>Exeter Underground Railroad tour?</p> <p>Kingston Underground Railroad tour?</p>