

CURRICULUM YEAR-AT-A-GLANCE

	Social Studies	Literature and Non-Fiction Selections	Reading	Writing [Presentations]	Grammar	Science
September	<ul style="list-style-type: none"> • Geography: five themes, terms, U.S. regions, state names, capitals (5.9), and locations, map reading, latitude, longitude • Pre-Columbian settlements in North America (5.1) 	<ul style="list-style-type: none"> • <i>True Confessions of Charlotte Doyle</i> by Avi (core novel) • <i>Encounter</i> by Jane Yolen (picture book) • Open Court Selections, Unit 1, “Cooperation and Competition”: <ul style="list-style-type: none"> ○ “Class President” ○ “Juggling” ○ “S.O.R. Losers” 	<p>Vocabulary Development:</p> <ul style="list-style-type: none"> • Vocabulary and concept development (1.2, 1.3, 1.4) • Figurative and metaphorical use of words in context (1.5) <p>Informational Text:</p> <ul style="list-style-type: none"> • Text features (2.1) • Text organization: sequential or chronological (2.2) • Main ideas and concepts (2.3) • Inferences, conclusions (2.4) <p>Literary Analysis:</p> <ul style="list-style-type: none"> • Literary devices – imagery, metaphor (3.5) • Characteristics of fiction (3.1) • Five elements of literature (3.2, 3.3, 3.4, 3.5, 3.7) • Myths (3.6) 	<ul style="list-style-type: none"> • Personal timeline • Response to Literature (informal/ ongoing) • Point of view journal writing (ship trip) <p style="text-align: center;">[Personal Timeline]</p>	<ul style="list-style-type: none"> • Punctuation and capitalization: pre-assessment • Grammar: pre-assessment; <u>adjectives</u>, <u>pronouns</u> • Sentence structure: <u>paragraphing</u>, <u>fragments</u> and <u>run-ons</u>, <u>simple sentences</u>, <u>subjects</u> and <u>predicates</u> 	<ul style="list-style-type: none"> • Oceanography (Standard 3) • Weather (Standard 4)
October	<p>Early Exploration of the Americas (5.2)</p>	<ul style="list-style-type: none"> • Primary and secondary sources for mini-research report • <i>Sign of the Beaver</i> by Elizabeth Speare George 		<ul style="list-style-type: none"> • Explorer Mini-Research Report (2.3 b., c.) <p style="text-align: center;">[Explorer Report]</p>	<ul style="list-style-type: none"> • Punctuation: quotation marks to cite works (1.3), commas • Titles: punctuation and capitalization (1.3, 1.4) 	
November	<p>Colonial Settlements: conflict and cooperation with other nations and Indians, key figures (5.3)</p>	<p>Science Connection:</p> <p>Open Court Selections, Unit 2 – “Astronomy”:</p> <ul style="list-style-type: none"> • “Galileo” • “Telescopes” • “The Heavenly Zoo” (myth) • “The Mystery of Mars” • “Stars” • “The Book That Saved the Earth” • various creation myths about constellations (see Stacy) 		<ul style="list-style-type: none"> • Response to Literature (2.2) – formal and informal (<i>Sign of the Beaver</i>) • Constellation Myth (Astronomy unit) <p style="text-align: center;">[Myth]</p>	<p>Sentence structure:</p> <ul style="list-style-type: none"> • compound and complex sentences • coordinating and subordinating conjunctions • independent and dependent clauses 	<p>Astronomy (Standard 5)</p>
December						

YEAR-AT-A-GLANCE (cont'd.)

	Social Studies	Literature and Non-Fiction Selections	Reading	Writing [Presentations]	Grammar	Science
January	Colonial Settlements: Physical setting and location, founders, religion, government, economy, slavery (5.4)	<ul style="list-style-type: none"> Open Court Selections, Unit 3 – “Heritage”: <ul style="list-style-type: none"> “Love as Strong as Ginger” “The Night Journey” <i>Junior Great Books</i> 	<ul style="list-style-type: none"> Inferences, conclusions (2.4) Characterization (3.3) Theme (3.4) Literary Devices (3.5) 	Response to Literature (informal/ongoing)	<ul style="list-style-type: none"> Nouns: <ul style="list-style-type: none"> Common and proper Regular and irregular Prepositional phrases 	Chemistry (Standard 1)
February	<ul style="list-style-type: none"> American Revolution: causes (5.5) Major battles, leaders, roles of other nations, roles of women, impact of war, Continental Congress, Declaration of Independence (5.6) 	<ul style="list-style-type: none"> Literature Circles: <ul style="list-style-type: none"> <i>My Brother Sam Is Dead</i> by Collier and Collier <i>Fighting Ground</i> by Avi <i>Toliver’s Secret</i> by Esther Wood Brady <i>Junior Great Books</i> 	<p>Vocabulary Development:</p> <ul style="list-style-type: none"> Vocabulary and concept development (1.2, 1.3, 1.4) Figurative and metaphorical use of words in context (1.5) <p>Literary Analysis:</p> <ul style="list-style-type: none"> Literary devices – imagery, metaphor (3.5) Five elements of literature (3.2, 3.3, 3.4, 3.5, 3.7) 	<ul style="list-style-type: none"> Persuasive Paper (2.4) Cause-Effect Posters 	<ul style="list-style-type: none"> Sentence structure: appositives, sentence beginnings, transitions Grammar: verbs (regular and irregular), adverbs Punctuation: colons 	Living Systems (Standard 2)
March				<p>[Informal Persuasive Report and Debates]</p>		
April	Government documents and structures (5.7)	<ul style="list-style-type: none"> Open Court Selections, Unit 4 – “Making a New Nation”: <ul style="list-style-type: none"> “The Night the Revolution Began” “The Midnight Ride of Paul Revere” “The Declaration of Independence” “The Mater Spy of Yorktown” “Shh! We’re Writing the Constitution” “We, the People of the United States” <i>Junior Great Books</i> 	<p>Vocabulary Development:</p> <ul style="list-style-type: none"> Vocabulary and concept development (1.2, 1.3, 1.4) Figurative and metaphorical use of words in context (1.5) <p>Informational Text:</p> <ul style="list-style-type: none"> Text features (2.1) Text organization: sequential or chronological (2.2) Main ideas and concepts (2.3) Facts, inferences, opinions, [perspectives], conclusions (2.4, 2.5) 	Short Story (2.1)	<ul style="list-style-type: none"> Punctuation: dialogue Bibliography format 	Science Fair Project
May	<ul style="list-style-type: none"> Waves of European immigration 1789-1850 (5.8:1) States and Territories up to 1850 (5.8:2) Exploration west of the Mississippi River (5.8:3) Westward Movement and U.S. Expansion (5.8:4, 5, 6) 			<p>[Short Stories in Small Groups]</p>		
June		<ul style="list-style-type: none"> <i>Bridge to Terabithia</i> by Catherine Patterson 	<ul style="list-style-type: none"> Vocabulary Development Information Text Literary Analysis 	<p>[Science Report]</p>	<ul style="list-style-type: none"> Review 	

MATH YEAR-AT-A-GLANCE

Standard	Chapter/Lesson	Month	Week
<p>☐ Statistics, Data Analysis, and Probability 1.2 Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.</p>	<ul style="list-style-type: none"> • Chapter 4: 4-1; 4-3; 4-4; 4-5; 4-6; 4-7; 4-8; 4-9; 4-11B • Chapter 10: 10-13B • Chapter 14: 14-8; 14-9B 	S E P T E M B E R	1
<p>☐ Statistics, Data Analysis, and Probability 1.1 Know the concepts of mean, median, and mode; compute and compare simple examples to show that they may differ.</p>	<ul style="list-style-type: none"> • Chapter 4: 4-2 		2
<p>☐ Number Sense 1.5 Identify and represent on a number line decimals [and whole numbers]*</p>	<ul style="list-style-type: none"> • Chapter 1: 1-2; 1-3; 1-4 		3
<p>☐ Number Sense 1.1 Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers.</p>	<ul style="list-style-type: none"> • Chapter 1: 1-1; 1-4; 1-7 • Chapter 2: 2-5; 2-12B 	O C T O B E R	4
<p>☐ Number Sense 2.1 Add, subtract with decimals and verify the reasonableness of the results.*</p>	<ul style="list-style-type: none"> • Chapter 1: 1-6, 1-7; 1-9; 1-10 		5
<p>☐ Number Sense 2.1 Multiply with decimals and verify the reasonableness of the results.*</p>	<ul style="list-style-type: none"> • Chapter 2: 2-1; 2-5; 2-3 (warm-up); 2-7; 2-8; 2-9; 2-10; 2-12A 		6
<p>☐ Number Sense 2.2 Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.*</p>	<ul style="list-style-type: none"> • Chapter 3: 3-1; 3-2; 3-3; 3-4; 3-5; 3-6; 3-8; 3-9; 3-10; 3-11A; 3-11B • Chapter 5: 5-1; 5-3 • Chapter 8: 8-7 		7
			8

Standard	Chapter/Lesson	Month	Week
<input type="checkbox"/> Number Sense 2.1 Divide with decimals and verify the reasonableness of the results.*	<ul style="list-style-type: none"> Chapter 3: 3-4; 3-8; 3-9; 3-10; 3-11A 	N O V	9
<input type="checkbox"/> Number Sense 1.5 Identify and represent on a number line fractions and mixed numbers. *	<ul style="list-style-type: none"> Chapter 5: 5-4; 5-8; 5-11; 5-12 (augment with other lessons) 		10
<input type="checkbox"/> Number Sense 1.2 Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.	<ul style="list-style-type: none"> Chapter 5: 5-9 Chapter 10: 10-3 Chapter 14: 14-1; 14-2; 14-3; 14-5; 14-6; 14-8 	NOV DEC	11 12
<input type="checkbox"/> Data Analysis, Statistics, Probability 1.3 Use fractions and percentages to compare data sets of different sizes.	<ul style="list-style-type: none"> Chapter 13: 13-2 Chapter 14: 14-2; 14-8 	D E C	13
<input type="checkbox"/> Number Sense 1.4 Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$). *	<ul style="list-style-type: none"> Chapter 5: 5-2 		14
<input type="checkbox"/> Number Sense 2.3 Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.	<ul style="list-style-type: none"> Chapter 5: 5-6; 5-7 Chapter 6: 6-1; 6-2; 6-3; 6-4; 6-5; 6-6; 6-7; 6-8; 6-10; 6-11 	J A N U A R Y	15 16
<input type="checkbox"/> Number Sense 2.4 Understand the concept of multiplication and division of fractions.	<ul style="list-style-type: none"> Chapter 7: 7-1; 7-2; 7-3; 7-5; 7-7; 7-8; 7-9; 7-10; 7-11A; 7-11B 		17
<input type="checkbox"/> Number Sense 2.5 Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.	<ul style="list-style-type: none"> Chapter 7: 7-1; 7-2; 7-3; 7-5; 7-7; 7-8; 7-9; 7-10; 7-11A; 7-11B Chapter 14: 14-5 		18 19

Standard	Chapter/Lesson	Month	Week
<p>☐ Measurement and Geometry 2.1 Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software).*</p>	<ul style="list-style-type: none"> Chapter 11: 11-1; 11-2; 11-3; 11-4; 11-5 Chapter 14: 14-8 	F E B R U A R Y	20
<p>☐ Measurement and Geometry 2.2 Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems.*</p>	<ul style="list-style-type: none"> Chapter 11: 11-3; 11-4 		21
<p>☐ Measurement and Geometry 2.3 Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.</p>	<ul style="list-style-type: none"> Chapter 12: 12-10 		22
<p>☐ Measurement and Geometry 1.1 Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram). *</p>	<ul style="list-style-type: none"> Chapter 12: 12-4 		M A R C H
<p>☐ Measurement and Geometry 1.2 Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects. *</p>	<ul style="list-style-type: none"> Chapter 12: 12-9; 12-11 	24	
<p>☐ Measurement and Geometry 1.3 Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm³], cubic meter [m³], cubic inch [in³], cubic yard [yd³]) to compute the volume of rectangular solids. *</p>	<ul style="list-style-type: none"> Chapter 8: 8-3; 8-6 Chapter 12: 12-12 	25	
<p>☐ Measurement and Geometry 1.4 Differentiate between, and use appropriate units of measures for, two-and three-dimensional objects (i.e., find the perimeter, area, volume).</p>	<ul style="list-style-type: none"> Chapter 12: 12-1; 12-2; 12-3; 12-4; 12-5; 12-6; 12-7; 12-8; 12-11; 12-12; 12-13A Chapter 14: 14-9B 		

Standard	Chapter/Lesson	Month	Week
<p>□ Algebra and Functions 1.1 Use information taken from a graph or equation to answer questions about a problem situation.</p>	<ul style="list-style-type: none"> Chapter 4: 4-3; 4-4; 4-5; 4-6 Chapter 10: 10-6; 10-7; 10-9; 10-10; 10-11; 10-12 	A P R I L	26
<p>□ Algebra and Functions 1.2 Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution. *</p>	<ul style="list-style-type: none"> Chapter 6: 6-9 Chapter 10: 10-1; 10-2; 10-3; 10-4; 10-8; 10-9; 10-10; 10-12 		27
<p>□ Algebra and Functions 1.3 Know and use the distributive property in equations and expressions with variables.</p>	<ul style="list-style-type: none"> Chapter 2: 2-2; 2-4 		28
<p>□ Number Sense 1.5 Identify and represent on a number line positive and negative integers. *</p>	<ul style="list-style-type: none"> Chapter 9: 9-3; 9-6 		29
<p>□ Number Sense 1.3 Understand and compute positive integer powers of nonnegative integers; compute examples as repeated multiplication.</p>	<ul style="list-style-type: none"> Chapter 2: 2-11 Chapter 6: 6-12 	M A Y	30
<p>□ Number Sense 2.1 Add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results. *</p>	<ul style="list-style-type: none"> Chapter 4: 4-2 Chapter 8: 8-7 Chapter 9: 9-2; 9-3; 9-5; 9-6; 9-8A Chapter 10: 10-13A Chapter 14: 14-9A 		31
<p>□ Algebra and Functions 1.4 Identify and graph ordered pairs in the four quadrants of the coordinate plane.*</p>	<ul style="list-style-type: none"> Chapter 10: 10-5; 10-6; 10-7 		32
<p>□ Statistics, Data Analysis, and Probability 1.5 Know how to write ordered pairs correctly; for example, (x, y). *</p>	<ul style="list-style-type: none"> Chapter 4: 4-6 Chapter 10: 10-5; 10-6; 10-7 	33	
<p>□ Statistics, Data Analysis, and Probability 1.4 Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph. *</p>	<ul style="list-style-type: none"> Chapter 4: 4-6 Chapter 10: 10-5; 10-6; 10-7 	J U N E	34
<p>□ Algebra and Functions 1.5 Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.</p>	<ul style="list-style-type: none"> Chapter 10: 10-5; 10-6; 10-11 		35

Time for Kids Readers

Ongoing Support for Each Social Studies Unit

Standards:

- **Specific to each unit**

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| <ul style="list-style-type: none">• <u>Purpose</u>: to become aware of current events and discuss the main ideas of specific events; to identify geographical places where events take place• <u>Program Overview</u>: For each unit, teachers receive a differentiated set of <i>Time for Kids Readers</i>. The levels include: basic, proficient, advanced. Students are pre-assessed and assigned the booklet based on readability levels. During the school year, students can switch to another level if appropriate. Teachers augment the textbook material with <i>Time for Kids Readers</i> during appropriate points of study.• <u>Focus for Skills in Each Unit</u>:<ul style="list-style-type: none">○ Native Americans: compare/contrast○ | <ul style="list-style-type: none">• <u>Resources</u>:<ul style="list-style-type: none">○ <i>Time for Kids Readers</i> student and teacher guides○ Social studies textbook <i>Reflections/The United States: Making a New Nation</i> (Harcourt, 2007)○ Internet resource:
www.harcourtschool.com/hss• <u>Assessments</u>:<ul style="list-style-type: none">○ Student participation in small group discussions○ various activities in <i>Time for Kids Readers</i> based on level of booklet |
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