

First Quarter

2020-2021

Math-

Unit 1: Whole Number Operations, Properties, and Applications (5.3, 5.4)

Emphasize (5.4):

- Create single-step and multistep practical problems involving addition, subtraction, multiplication, and division of whole numbers, with and without remainders.
- Estimate the sum, difference, product, and quotient of whole numbers.
- Apply strategies, including place value and application of the properties of addition and multiplication, to solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of whole numbers, with and without remainders, in which:
- Use the context of a practical problem to interpret the quotient and remainder.

Reduced Emphasis (5.3):

- Identify prime numbers less than or equal to 100. (a)
- Identify composite numbers less than or equal to 100. (a)
- Demonstrate with concrete or pictorial representations and explain orally or in writing why a number is prime or composite. (a)
- Identify which numbers are even or odd. (b)
- Demonstrate with concrete or pictorial representations and explain orally or in writing why a number is even or odd. (b)
- Demonstrate with concrete or pictorial representations and explain orally or in writing why the sum or difference of two numbers is even or odd. (b)

In fourth grade, students apply estimation and problem solving strategies to single and multistep practical problems with whole numbers, including division with and without remainders. (4.4)

Unit 2: Comparing and Applying Rational Number Concepts (5.1, 5.2, 5.11, 5.15)

Emphasize (5.1, 5.2):

- Given a decimal through thousandths, round to the nearest whole number, tenth, or hundredth. (5.1)
- Represent fractions with denominators that are thirds, eighths, and factors of 100 in their equivalent decimal form with concrete or pictorial models. (5.2a)
- Represent decimals in their equivalent fraction form (thirds, eighths, and factors of 100) with concrete or pictorial models. (5.2a)
- Identify equivalent relationships between decimals and fractions with denominators that are thirds, eighths, and factors of 100 in their equivalent decimal form without models. (5.2a)

- Compare and order from least to greatest and greatest to least a given set of no more than four decimals, fractions (proper or improper), and/or mixed numbers with denominators of 12 or less. (5.2b)
- Use the symbols $>$, $<$, $=$, and \neq to compare decimals through thousandths, fractions (proper or improper fractions), and/or mixed numbers, having denominators of 12 or less. (5.2b)

Reduced Emphasis (5.11, 5.15):

- Solve practical problems related to elapsed time in hours and minutes within a 24-hour period. (5.11)
- Construct a sample space, using a tree diagram to identify all possible outcomes. (5.15)
- Construct a sample space, using a list or chart to represent all possible outcomes. (5.15)
- Determine the probability of an outcome by constructing a sample space. The sample space will have a total of 24 or fewer equally likely possible outcomes. (5.15)
- Determine the number of possible outcomes by using the Fundamental (Basic) Counting Principle. (5.15)

In fourth grade, students read, write, compare, order, and round whole numbers through the millions and decimal numbers through the thousandths. Students solve practical problems with elapsed time and interpreting probability. (4.1, 4.2, 4.3, 4.9, 4.13)

Dreambox Learning

Students should complete a **minimum of 5 lessons per week with a maximum of 40 minutes per week, whichever comes first**. This should be completed independently and asynchronously. This program is adaptive and will expose students to grade level standards, both emphasized and less emphasized.

Science-The proposed modified SOLs

Earth Patterns, Cycles, and Change

5.7(2010) Central Idea- **Earth's geosystem is constantly changing.**

The student will investigate and understand how Earth's surface is constantly changing. Key concepts include

- identification of rock types;
- the rock cycle and how transformations between rocks occur;
- Earth history and fossil evidence;
- the basic structure of Earth's interior;
- changes in Earth's crust due to plate tectonics;
- weathering, erosion, and deposition

Matter

5.4(2010) Central Idea- **Matter is defined as anything that has mass and takes up space.**

The student will investigate and understand that matter is anything that has mass and takes up space; and occurs as a solid, liquid, or gas. Key concepts include

- b) the effect of temperature on the phases of matter;
- c) atoms and elements;
- e) mixtures including solutions.

Social Studies-

Key Skills Knowledge/ Essential Questions

What are the five themes of geography and why are they important in understanding Geography?

Location/Place/Interaction/Region/Movement

Why do Geographers create and use regions as organizing concepts to understand the spatial characteristics of our country?

What makes a region a region?

- With the information you have about what regions are, how would *you as a geographer* divide the United States into 5 regions?
- Who decides where region lines on a map of the US. should be drawn? Why are there different interpretations of where the lines should be drawn to create regions?
- What are the positive and negative consequences of creating “artificial” borders around regions?

What is the difference between a physical region and a cultural/human region?

- How can the physical characteristics of a region determine what culture is formed there?
- How does the interaction of humans change the physical landscape of a region?

Why do regions change over time?

- How does population growth change regions over time?
- How has the forced displacement of culture groups changed regions in the U.S. over time?
- How has changing economic factors changed regions?
- How has natural disasters altered regions?

Language Arts-

5.1 The student will use effective oral communication skills in a variety of settings.

5.2 The student will create multimodal presentations that effectively communicate ideas.

5.4 The student will expand vocabulary when reading.

5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.

5.7 The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive.

5.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.