

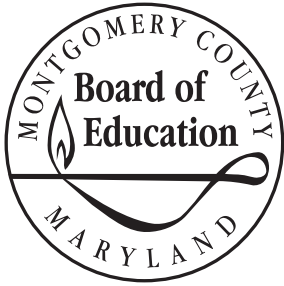
GRADE **5**

A PARENT'S GUIDE  
TO  
*Grade 5*  
*Curriculum*

- *Art*
- *Mathematics*
- *Music*
- *Physical Education*
- *Reading/  
Language Arts*
- *Science*
- *Social Studies*



Rockville, Maryland



## VISION

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***A high-quality education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society.***

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850 Hungerford Drive  
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[www.montgomeryschoolsmd.org](http://www.montgomeryschoolsmd.org)



Dear Parents and Guardians:

We welcome you to Grade 5! This brochure will give you an overview of the Grade 5 program and explain what your child will be learning in art, mathematics, music, physical education, reading/language arts, science, and social studies. The information it contains will help you support your child's learning experience.

The Montgomery County Public Schools (MCPS) is committed to providing each child with the essential skills and knowledge he or she needs to succeed. Fulfillment of this goal must begin at an early age. The MCPS Grade 5 curriculum is designed to engage children in the learning process, provide them with a sense of accomplishment, and help them understand the value of what they are learning.

You may want to bring this booklet with you when you have a parent conference and keep it handy at home as a guide when you are discussing homework and school experiences with your child.

Working in partnership with the school staff is one of the most important things you can do to ensure your child's success. I wish you a happy and healthy school year full of opportunities for both you and your child.

Respectfully,

Jerry D. Weast, Ed. D.  
Superintendent of Schools

## How Parents Can Help

You want your child to succeed in school and in life. There are many ways to encourage him or her to achieve. Following are some of the many ways you can help your child get the most out of school:

- Show interest in what your child is doing in school.
- Set high expectations for your child. Make it clear that school should be his or her first priority.
- Dedicate at least 15 minutes each day to talking with your child and reading with him or her.
- Provide a quiet place for your child to study.
- Help your child with his or her homework.
- Limit the amount of television your child watches and discuss what he or she sees on television.
- Monitor the amount of time your child spends playing video games or surfing the Internet.
- Volunteer to help with school activities and try to get other parents involved as well.
- Talk with your child's teachers regularly about your child's progress and what you can do to help him or her improve.
- Encourage your child to complete challenging work.

Adapted from *A Parent's Guide to Achievement Matters Most*, Maryland State Department of Education.

## How Parents Can Access Curriculum Resources

Parents should first consult the recommended resources. These documents can be found in school media centers.

- The MCPS revised *Curriculum Framework* for the subject (English/language arts, mathematics, science, or social studies), [www.montgomeryschoolsmd.org/info/curriculum/framework.html](http://www.montgomeryschoolsmd.org/info/curriculum/framework.html).
- The Student Outcomes, by subject and grade level, as listed on the curriculum revision page of the MCPS website, [www.montgomeryschoolsmd.org/info/curriculum/studentlearn.html](http://www.montgomeryschoolsmd.org/info/curriculum/studentlearn.html).
- Their child's individual classroom teacher(s).



## Art

The Montgomery County Public Schools (MCPS) pre-K–12 visual art program is designed to help students develop the knowledge and skills essential to understanding the following:

- Art is a powerful mode of communication. It provides essential ways for students to discover, interpret, and make meaning of life experiences.
- It helps students connect to the past and to other cultures.
- It includes investigating materials and visual forms, developing symbolic language, and engaging with critical and aesthetic modes of thought and expression.
- It teaches students how to take an integrated approach to creative expression and critical response that allows them to develop their unique artistic thoughts and gain a solid grounding for creating and appreciating art.

### Themes for Visual Art

The elementary art curriculum is based on themes that show students the relevance of art in their own lives and the lives of people across time and place. These themes cross traditional boundaries and make connections between the student, art, and real-life issues. They also expose students to exploration, expression, communication, and the creation of art.

**Environment:** The environment affects the way people think, feel, behave, and live.

**Communication:** People communicate thoughts, feelings, and ideas using words, symbols, signs, and behaviors.

**Communities:** People live in communities that are identified by common personal, social, and organizational beliefs, values, and traditions.

**Human Issues:** People use knowledge, skills, and creativity to fulfill their needs and desires.

### Major Concepts

In Grade 5, students will know and be able to use the following art elements and design principles in creating and responding to art: color, line, texture, form, value, space, shape, pattern, contrast, balance, repetition, emphasis, rhythm/movement, and unity.

# Mathematics

The goal of the Montgomery County Public Schools pre-K–12 mathematics program is for all students to achieve mathematical proficiency through mastery of mathematical skills, concepts, and processes. The end result is the ability to think and reason mathematically and use mathematics to solve problems in authentic contexts.

The mathematics curriculum at each grade level is organized into units of instruction. The following statements provide an overview of what students should know and be able to do by the end of each unit in Math 5. Throughout all units, students will apply concepts and skills to solve problems, communicate and reason mathematically, and make mathematical connections.

## Unit 1

- Identify and apply prime and composite numbers less than 100 and rules of divisibility.
- Determine and apply the greatest common factor and least common multiple of numbers.
- Recognize and represent functional relationships using graphs, tables, and rules.
- Compare and order integers on a number line.

## Unit 2

- Identify, describe, compare, and classify 2- and 3-dimensional figures using relevant properties.
- Measure angles and identify their parts.
- Describe relationships among the radius, diameter, center, and circumference of a circle.
- Draw geometric figures using tools and technology.

## Unit 3

- Compute with whole numbers.
- Translate among fractions, decimals, and percents.
- Compare and order decimals to the thousandths place.
- Solve problems with fractions, decimals, and percents using a variety of strategies.

## Unit 4

- Organize data using a variety of graphic displays.
- Analyze and interpret graphs, including stem and leaf plots.\*
- Compute and compare the mean, median, mode, and range of data sets.

## Unit 5

- Select appropriate measurement attributes, tools, and units to solve problems.
- Estimate and determine the perimeter and area of a closed figure.
- Develop and use formulas to determine the volume of a rectangular prism.
- Identify transformations in tessellations.

## Unit 6

- Write and evaluate simple algebraic expressions.
- Use mathematical properties to solve problems.
- Describe the probability of an event using a fraction or a ratio.
- Make predictions based on probability experiments.

\*A stem and leaf plot is a method of organizing data for the purpose of comparison.

## Curriculum Resources for Parents

Parents should first consult the recommended resources listed under “How Parents Can Access Curriculum Resources,” page ii.

Sites recommended by the  
National Council of Teachers of Mathematics:

**National Council of Teachers of Mathematics Illuminations**, [www.illuminations.nctm.org](http://www.illuminations.nctm.org). From the NCTM website. A comprehensive organization of math investigations, lessons, tools, and resources. Call 703-620-9840.

**Math Archives, “Topics in Mathematics,”** [www.archives.math.utk.edu/topics/](http://www.archives.math.utk.edu/topics/). Dozens of basic and advanced math topics with links to related sites and lessons. Contact SunSite, University of Tennessee, Mathematics Dept., Knoxville, TN 37996.

**Education Place, “Brain Teasers,”** [www.eduplace.com/math/brain/](http://www.eduplace.com/math/brain/). Provided by Houghton Mifflin Company, this site contains a weekly word problem and solution for Grades 3–4, 5–6, and 7–8.

**Figure This**, [www.figurethis.org/](http://www.figurethis.org/). National Council of Teachers of Mathematics. Funded by the U.S. Department of Education and the National Science Foundation. Go to “Math Index.” The site provides puzzle-type applications in a variety of algebra, geometry, measurement, number, and statistics/probability subtopics, and includes answers. Each item features a note on where the math can be applied in the real world. Contact NCTM, 1906 Association Drive, Reston, VA 20191-1502. Call 703-620-9840.

**Math Forum @ Drexel**, [www.mathforum.org](http://www.mathforum.org). Drexel University. A large site with a useful arithmetic/early mathematics link of activities and problems related to basic operations and other basic mathematical topics. Provides a vast selection of resources. Contact the Math Forum, 3210 Cherry Street, Philadelphia, PA 19104. Call 800-756-7823.

**Helping Your Child Learn Math**, Produced by USDE, 1999, [www.ed.gov/pubs/parents/Math/](http://www.ed.gov/pubs/parents/Math/). Provides math applications to real-life situations. This second edition of Helping Your Child Learn Math is for parents of children in kindergarten through fifth grade. It has been revised to include a variety of activities that will help children learn and apply mathematical concepts such as geometry, algebra, measurement, statistics, and probability in a useful and fun way. All of the activities in this book relate math to everyday life and complement many of the math lessons that children are learning in school. Call 800-USA-LEARN.

### OTHER MATH SITES:

**www.multiplication.com**, [www.multiplication.com/parents.htm](http://www.multiplication.com/parents.htm). The parents page provides multiple strategies for teaching the times tables. Also includes games, flashcards, worksheets, other activities, and other resources. The site employs two instructional strategies—traditional and interactive/innovative techniques with pictures, rhymes, and stories.

**AAA Math**, [www.aamath.com](http://www.aamath.com). This site contains hundreds of pages of basic math skills, which are sorted by math topics and grade levels K–8. It includes explanations of topics, practice, games, problems, and interactive practice activities. A traditional, yet fun, approach. Contact AAA Math, Box 16498, Albuquerque, NM 87191

## General Music

The Montgomery County Public Schools (MCPS) pre-K–12 general music curriculum is designed to help students develop the knowledge and skills essential to understanding the following:

- Creating, performing, and responding to music require specific knowledge and skills that may be acquired only through study and practice.
- Music, a distinct art form, shares many principles and concepts with theatre, visual arts, and dance.
- A thorough understanding of music requires knowledge drawn from other disciplines, including anatomy, physics, and computer science.
- Music is found in every culture, and musical ability is found in every individual.

The Grade 5 music curriculum provides students opportunities to experience music and music-making through three processes: Creating, Performing and Responding.

Students will do the following:

### Create Music

- Improve rhythmic and melodic patterns in response to a musical prompt.
- Compose anecdote music within specified guidelines

### Perform

- Sing a varied repertoire, including three-part rounds, with an expanded range.
- Perform simple rhythmic and melodic patterns, sequences, and accompaniments.

### Respond

- Use appropriate music vocabulary to identify characteristics of music related to historical style and culture.
- Categorize orchestral and world instruments by sight and sound.
- Read and notate simple rhythmic and melodic patterns using standard music notation.

## Choral Music

Chorus is offered to students in Grades 4 and 5 who want to sing and develop their individual and ensemble vocal skills. The choral repertoire includes songs from various styles and genres. Public performances are the culmination of many hours of hard work and help students master the following knowledge and skills:

- Sing independently, on pitch and in rhythm, with appropriate diction and posture.

- Perform music in various textures, including unison, partner songs, and two-part harmony.
- Read and perform simple rhythm and pitch patterns, including some at sight.
- Use criteria to evaluate their own and others' performance.
- Demonstrate appropriate audience etiquette.

## Instrumental Music

The Montgomery County Public Schools (MCPS) Grades 4–12 instrumental music program is designed to help students develop the knowledge and skills necessary to do the following:

- Successfully engage in the performance of music from various historical periods and genres.
- Demonstrate lifelong musical skills through performing on one's instrument
- Enjoy a wealth of musical experiences as a musician.
- Contribute to a society that values creating and listening to music and appreciates the arts.
- Become self-disciplined members of a group that works together for the common good.
- Become self-expressive, problem solvers, and critical thinkers.

Elementary instrumental music is offered as an elective pull-out program that begins in Grades 4 and 5 at every Montgomery County elementary school. Students who participate in the program attend a like-instrument session once each week. Grade 5 instrumental music students are also introduced to the band or orchestra ensemble performance experience by performing in groups with other instruments.

# Physical Education

The Grade 5 physical education program provides students with opportunities to learn through movement. The physical education classroom promotes the learning of concepts related to movement skills, health-related fitness, and personal and social responsibility in a movement setting. Students who develop proficiency in the skills, concepts, and processes within these areas will move efficiently and value the benefits of leading healthy and active lifestyles.

The physical education curriculum at each grade level identifies skills and concepts to be taught and learned during each marking period. The following statements provide an overview of what students should know and be able to do by the end of each marking period in Grade 5:

## Marking Period 1:

- Perform accurate shooting skills using the hands and feet.
- List activities that enhance the health-related components of fitness: cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility.
- Examine the warm-up, aerobic, and cool-down phases of an aerobic workout and explain the effects on heart rate.
- Explain the difference between muscular strength and muscular endurance.
- Define static and dynamic stretching and identify the differences between the two types of stretching.

## Marking Period 2:

- Throw overhand to a student who is moving away from the thrower.
- Catch a thrown ball while moving away from the thrower.
- Slide to the right or left to volley a gently thrown lightweight ball to a designated target using a forearm pass.
- Create a practice plan to improve a movement skill, such as throwing or passing with the forearms.

## Marking Period 3:

- Create and perform a dance that includes 32 beats while demonstrating rhythm and staying in formation.
- Perform a gymnastics sequence that includes a beginning and ending balance, a weight transfer, and a roll.
- Identify and apply procedures to solve conflicts in a social movement setting.

## Marking Period 4:

- Strike a softly tossed ball with a lightweight racket, over a low-level line using a forehand stroke.
- Strike a ball with a golf club and send it airborne.
- Apply the components of the Frequency, Intensity, Time, and Type (FITT) formula to a short-term fitness goal.

# Reading/Language Arts

The Montgomery County Public Schools elementary reading/language arts program reflects the integrated nature of a balanced literacy program. The elementary reading program provides instruction in the five components of reading—Phonemic Awareness (in kindergarten and Grade 1 only), Phonics, Vocabulary, Fluency, and Comprehension—and engagement in independent reading. Both reading purposes—Reading for Literary Experience and Reading to Be Informed—receive equal instructional attention. The elementary language arts program encompasses writing instruction, which includes teaching the writing process and traits of effective writing (Ideas, Organization, Word Choice, Voice, Sentence Fluency, and Conventions.) The three writing purposes—Writing to Express Personal Ideas, Writing to Inform, and Writing to Persuade—receive instructional attention. The processes of listening and speaking are integrated into all of the components of a comprehensive, balanced literacy program.

## Reading

### Vocabulary

- Uses knowledge of word parts, root words, relationships between and among words (synonyms, analogies), and multiple meanings to determine meaning and pronunciation.
- Acquires and expands vocabulary through reading a wide variety of material.

### Fluency

- Reads grade-level text accurately with expression.

### Comprehension

- Reads grade-level text for different purposes: literary experience (e.g., stories, plays, poems) and to be informed (e.g., articles and directions).
- Applies reading strategies used before, during, and after reading text.

#### BEFORE-READING STRATEGIES

- Determines a purpose for reading.
- Previews text and formulates questions.
- Uses background knowledge and previews text to make predictions and ask questions.

#### DURING-READING STRATEGIES

- Makes connections to the text.
- Uses sensory images to understand text.
- Confirms or alters predictions.
- Uses strategies to fix what does not make sense.
- Rereads to confirm or alter understanding.
- Determines the importance of information in text.
- Answers or refines questions.
- Makes inferences (i.e., draws conclusions, identifies cause/effect relationships).
- Uses characteristics of fiction and informational text to aid comprehension.
- Identifies the organization of text to gain meaning.

#### AFTER-READING STRATEGIES

- Responds to reading through discussion.
- Rereads to clarify or extend meaning.
- Identifies author's message.
- Summarizes text.
- Evaluates information read.
- Explains how tone is reflected in the author's style.
- Analyzes the various techniques used by the author to influence the reader.
- Responds to comprehension questions in writing.
- Selects and independently reads at least 25 grade-level-appropriate books.

## Writing

- Uses the writing process (prewriting, first draft, revising, editing/proofreading, publishing).
- Writes independently for a variety of purposes (for personal expression, to inform, to persuade) and for an extended period of time.
- Determines purpose and audience and maintains focus for writing.
- Revises writing by using criteria or checklists.
- Edits writing using standard English language conventions correctly (complex sentence structure, varied punctuation, usage) to clearly communicate message.
- Selects appropriate structures and features of language for purpose, audience, and content.
- Shows evidence of traits of effective writing.
- Uses resources effectively to spell words.
- Develops multi-paragraph composition using a clear organizing structure.
- Connects descriptions in ways that make a topic clear and interesting to the reader.
- Uses strong beginnings to engage the reader.
- Develops a research question based on a selected topic and uses multiple resources to locate information.

**LISTENING AND SPEAKING SKILLS AND STRATEGIES ARE LEARNED AND APPLIED DURING READING AND WRITING INSTRUCTION.**

- Gathers and conveys information from listening.
- Determines a speaker's point of view by tone of voice and body language.
- Plans and delivers effective oral presentations using visual aids and technology.
- Uses criteria for peer review of oral presentations.
- Speaks in a variety of situations, using an appropriate organizational pattern.

**TEXT CHARACTERISTICS**

- Book and print features
- Sentence complexity
- Content
- Themes
- Ideas
- Language and literary features
- Text structure

By examining how the book supports the developing reader and the challenges that are present, appropriate books can be matched to students for small-group instruction to help them progress as readers. Text characteristics provide a guide to help teachers select the best text to use for instructional purposes. Grade-level-appropriate books are designated by the following list of criteria.

**Grade 5 text characteristics**

- Small print and reduced word spacing.
- Different text organizations.
- Variety and complexity of text structures, such as problem-solution and chronological order.
- Text requires readers to retain and recall information for an extended period of time.
- Complex ideas and more sophisticated language, including figurative language.
- Longer descriptive narratives.
- Density of text increases.
- Meaning at a literal and figurative level.
- More sophisticated themes and abstract and complex topics.
- New genre introduced—science fiction and memoir.
- Informational text with complex organizational patterns and text features.

Adapted from *Leveled Books for Readers: Grades 3–6*. Fountas and Pinnell.

**Curriculum Resources for Parents**

*Parents should first consult the recommended resources listed under "How Parents Can Access Curriculum Resources," page ii.*

**Reading/Language Arts**

**National Council of Teachers of English**, [www.ncte.org/search?q=parents](http://www.ncte.org/search?q=parents). Designed specifically to help parents help their children. Assorted topics. Contact NCTE, 1111 Kenyon Road, Urbana, IL 61801-1096. Call 217-328-3870 or 877-369-6283.

**International Reading Association**, [www.reading.org/Informationfor/Parents.aspx](http://www.reading.org/Informationfor/Parents.aspx). Go to a variety of topics—also in Spanish. Contact IRA, 444 North Capitol Street, NW, #630, Washington, D.C. 20001. Call 202-624-8800.

**Helping Your Child Publication Series**

[ed.gov/parents/academic/help/hyc.html](http://ed.gov/parents/academic/help/hyc.html)

Designed to provide parents with lessons and activities to help their school aged and preschool children master reading, understand the value of homework and develop skills.

**Other Reading/Language Arts Sites:**

**Guide to Grammar and Writing**, Capital Community College, Hartford, Conn. <http://grammar.ccc.commnet.edu/grammar>. This site contains an extensive collection of grammar, mechanics, language, usage, and writing topics, easily accessed by multiple indexes. This very comprehensive site addresses rules, examples, exercises, and quizzes. Call 806-906-5000.

**Read, Write, Now! Activities for Reading and Writing Fun**, [www.udel.edu/ETL/RWN/Activities.html](http://www.udel.edu/ETL/RWN/Activities.html). Produced by the U.S. Department of Education in collaboration with the International Reading Association and Reading is Fundamental. This site includes reading activities and reading lists for children through Grade 6. Listed as a resource in MCPS website Weblinks/"Internet Resources: Great for Homework." Call 800-860-9228 or 800-872-5327.

NOTE: Please be aware that Internet sites occasionally discontinue and addresses often change.

# Science

The Grade 5 science program provides students with opportunities to develop and apply their understanding of science. Students develop content knowledge in biology, chemistry, physics, and earth/space and environmental science. Student science investigations include developing a testable question, making an hypothesis/prediction, following a well-designed procedure, forming a conclusion, and communicating results.

## Grade 5 Units

### Force, Motion, and Energy

**Unit Summary:** Students explore types of motion and how the relationship between the force applied to the object and the mass of the object determine the changes in the motion of an object. They investigate how the forces of gravity and friction affect an object's motion. Students explore the differences between potential and kinetic energy and end the unit by seeing how Earth's natural resources provide the energy needed for motion to occur. In an application of unit concepts and process skills, students model the relationships between forces and energy to demonstrate what they have learned.

### Major knowledge, skills, and concepts

By the end of Grade 5, students should be able to do the following:

- Describe an object's change in motion using distance, time, direction, and speed.
- Explain how changes in mass and force affect an object's motion.
- Explore the existence of energy in various forms in mechanical systems.
- Describe how energy stored in the Earth's natural resources can be converted to energy of motion.
- Use observations and scientific information to form predictions and hypotheses.

### Electricity and Magnetism

**Unit Summary:** Students explore static electricity and observe how electricity is a part of their everyday lives. They conduct investigations to learn what is necessary for a working electrical circuit. Students also explore magnetism in order to gain insight into how electricity and magnetism are related. In an application of unit concepts and process skills, students will complete the unit by using the Well Designed Investigation format to develop their own inquiry projects to test variables that may affect an electromagnet.

### Major knowledge, skills, and concepts

By the end of Grade 5, students should be able to do the following:

- Explain how forces can act on an object without anything touching the object.
- Demonstrate that electricity requires a closed loop of conducting materials to produce measurable effects.
- Explore how a magnet interacts with other magnets and objects containing certain elements, such as iron, nickel, or cobalt.
- Recognize/develop well-designed procedures to identify dependent and independent variables, and the need for controls and multiple trials

Up-to-date information about Montgomery County Public Schools grading and reporting, and the revision of report cards is available at the MCPS website:

[www.montgomeryschoolsmd.org/info/grading](http://www.montgomeryschoolsmd.org/info/grading).

You can also access up-to-the-minute information by clicking on "News."

The local public library is a great source of information and has computers and trained staff.

### Astronomy

**Unit Summary:** Students observe the properties of Earth that make it possible for life to survive on it in comparison to other planets and celestial objects. They investigate the relationship between Earth and the Sun and the properties of that relationship that make it possible for the survival of life as we know it. Students will then observe how the Sun, the Moon, other celestial bodies, and the patterns of celestial events are a part of their everyday lives. They also investigate how the properties of light affect what they see.

### Major knowledge, skills, and concepts

By the end of Grade 5, students should be able to do the following:

- Explain the unique characteristics that make it possible for life as we know it to survive on Earth.
- Describe how a variety of celestial bodies are visible from Earth at different times.
- Explore celestial events observable from Earth and how they occur in repeating patterns.
- Investigate how light behaves in predictable ways.
- Interpret and explain models that represent phenomena and events.

### Cells and Heredity

Unit Summary: Students review the properties of light that make it possible for them to observe objects in space using a telescope, and then add to their knowledge regarding the properties of light that enable them to use a microscope to look at microscopic specimens. They learn how to use a microscope and observe prepared slides of plant and animal cells. Students review the characteristics of living things and then focus on cells, identifying the differences between plant and animal cells and types of specialized cells needed by a multicellular organisms. Students are introduced to genetics, the differences between inherited traits and learned behaviors, and why offspring resemble their parents, but are not identical to them.

### Major knowledge, skills, and concepts

By the end of Grade 5, students should be able to do the following:

- Explain that cells are the basic unit of life and can differ in structure and function.
- Identify animal or plants traits transferred from one generation to the next generation.
- Describe some likenesses between parents and offspring that are inherited and some that are learned.
- Investigate how light behaves in predictable ways.

### Curriculum Resources for Parents

Parents should first consult the recommended resources listed under “How Parents Can Access Curriculum Resources,” page ii.

Sites recommended by the National Science Teachers Association:

**“Online Services for Montgomery County Public Schools,” part of the MCPS Science Curriculum website,** [www.montgomeryschoolsmd.org/curriculum/science/](http://www.montgomeryschoolsmd.org/curriculum/science/). All are available for home use. Subjects are broken down by elementary, middle, and high school use.

**National Science Teachers Association,** [www.nsta.org](http://www.nsta.org). Click on the “Other Visitors/Parents” link and then go to “Help Your Child Explore Science” ([www.nsta.org/explore](http://www.nsta.org/explore)). Additional links offer constructive information for parents who wish to help their children in science. This site includes 40 pages of science and mathematics links. Contact NSTA, 1840 Wilson Blvd., Arlington, VA 22201. Call 703-243-7100.

**Helping Your Child Learn Science** United States Department of Education booklet, [www.ed.gov/pubs/parents/Science/index.html](http://www.ed.gov/pubs/parents/Science/index.html). Provides science activities for parents of children ages 3–10. Activities are available for home and the community. Call 800-USA-LEARN (800-872-5327) and ask for Publications for Parents.

Please be aware that Internet sites occasionally discontinue and addresses often change.

# Social Studies

Grade 5 social studies is a continuation of the chronological study of United States history from Grade 4. Students learn about the American Revolution, the development of the Constitution, and important turning points in United States history. Students also study the disciplines of geography, civics, culture, and economics in relation to historical eras and today's events.

## Unit 1—Citizens in Action The Colonies Revolt

Chronology: 1763–1783 and Today

### Major knowledge, skills, and concepts

By the end of Grade 5, students should know the following:

- Individual responsibilities and rights and the importance of civic participation.
- The functions of the three branches and three levels of government.
- The timeline of turning points of great change in United States history.
- British government actions that caused colonists to protest and the variety of viewpoints taken concerning the British actions.
- The meaning of symbols and slogans created by colonists in favor of developing an independent nation.
- The significance and key points of the Declaration of Independence as well as the people and events associated with the writing of this important document.
- Significant leaders and the role of individuals in the American Revolution.
- Differences between the British and colonial armies and their strategies, and turning points of the war.
- Obstacles and challenges colonists faced as they worked for independence.

## Unit 2—Economics: Creating a New Nation

Chronology: 1783–1800 and Today

### Major knowledge, skills, and concepts

By the end of Grade 5, students should know the following:

- The fundamentals of economics and the role of the economy in supporting a successful, democratic government.
- The weakness of the Articles of Confederation in organizing a new government and maintaining the gains of the American Revolution.
- The significance and key points of the United States Constitution, including the Bill of Rights, as well as the people and events associated with the writing and adoption of the present form of government in the United States.
- Tests of the stability and flexibility of the United States Constitution in the Washington administration.

## Unit 3—The Evolving Country: Geography Past and Present

Chronology: Overview 1800–Present

### Major knowledge, skills, and concepts

By the end of Grade 5, students should know the following:

- Geography of Maryland and the United States.
- Investigation of the remaining regional/geographic cultures of the United States.
- The historic chronology of settling the nation and redefining “The West.”
- The impact of transportation systems on settlement patterns in the United States.
- Political, economic, and social movements that developed with the growing nation.

### Curriculum Resources for Parents

Parents should first consult the recommended resources listed under “How Parents Can Access Curriculum Resources,” page ii.

“**Social Studies Resources and Links**,” **MCPs Social Studies Curriculum website**, [www.montgomeryschoolsmd.org/curriculum/social-std/resources/resources.html](http://www.montgomeryschoolsmd.org/curriculum/social-std/resources/resources.html). This site contains a very large number of resources, organized alphabetically by social studies topics.

**American Memory**, [www.memory.loc.gov/ammem/](http://www.memory.loc.gov/ammem/). Produced by the Library of Congress, American Memory includes primary source materials relating to the history and culture of the United States. The site offers more than 7 million digital items from more than 100 historical collections. Some include sound. There are also links to other Library of Congress resources and hands-on learning, lessons, and activities. This site is primarily for teachers, but might be useful to parents. Contact the Library of Congress, 101 Independence Avenue, SE, Washington, D.C. 20540. Call 202-707-5000.

**National Geographic Xpeditions**, [www.nationalgeographic.com/xpeditions/lessons/index.html](http://www.nationalgeographic.com/xpeditions/lessons/index.html). Produced by the National Geographic Society, this series of lesson plans is aligned to the United States Geography Standards. The site sorts by topic, standard, and grade level and contains an extensive lesson plan bank, each linked to a U.S. Geography Standard. The site teaches clear application skills geared toward addressing real-world issues. Contact National Geographic Society, P.O. Box 98199, Washington, D.C. 20090-8199. Call 800-647-5463.

**National Geographic Blue Ribbon Links** [www.nationalgeographic.com/xpeditions/links.html](http://www.nationalgeographic.com/xpeditions/links.html). This site contains links on a variety of geography topics recommended by the National Geographic Society. These links are updated frequently. Contact National Geographic Society, P.O. Box 98199, Washington, D.C. 20090-8199. Call 800-647-5463.

**National Council for the Social Studies (NCSS) Databank**, [www.ncss.org/](http://www.ncss.org/). This site contains links to resources applicable to the study of social studies. Contact NCSS, 8555 Sixteenth Street, Suite 500, Silver Spring, MD 20910. Call 301-588-1800.



# Gathering Evidence of Student Learning

Students show what they know and can do in different ways. These ways include, but are not limited to, oral responses, discussions, performance activities, nonverbal demonstrations, role plays, interviews, debates, written responses, essays and reports, demonstrations using manipulative materials, and performance on quizzes and tests. These responses are evidence of what students have learned. The Montgomery County Public Schools (MCPS) has a comprehensive assessment program to monitor students' progress toward mastery of essential skills and knowledge.

These assessments inform teachers, parents, and students about academic progress. Teachers use the information to adjust instruction to meet individual learning needs. Teachers use multiple and varied opportunities to assess students' skills and knowledge. Several forms of assessment are used throughout the school year.

**Pre-assessments** are given **before** instruction to measure a student's knowledge and skills of the unit or quarter to be taught. The teacher uses this information to pinpoint what to teach and how to teach it. Pre-assessments tell the teacher what students already know about the topic of study, provide an opportunity for students to preview upcoming topics, and pave the way for accelerating instruction. Examples of pre-assessments include discussion, observation, diagnostic tests, and tasks.

**Formative assessments** are administered **throughout** a unit of study to monitor how well students are learning. The teacher uses this information to adjust instruction to improve student performance. Examples of formative assessments are journal entries, quizzes, conferences, performance tasks, exhibits, demonstrations, unit tests, and portfolio reviews.

The Montgomery County Public Schools Assessment Program—Primary Reading (MCPSAP-PR) is a kindergarten through Grade 2 reading assessment. The assessment informs instructional practice and measures individual student progress. The assessment is administered to all kindergarten through Grade 2 students three times a year within a designated testing window. The fall and winter administrations are formative assessments.

The Measures of Academic Progress in Reading (MAP-R) is a formative assessment that all students in Grades 3, 4, and 5 take on the computer to measure reading progress.

More information on the Maryland School Assessments is available on the Maryland State Department of Education's website: [www.marylandpublicschools.org/](http://www.marylandpublicschools.org/)

Or, go to the Maryland State Department of Education's state assessment website: [www.mdk12.org](http://www.mdk12.org), for your school's scores and a more complete explanation of the content of the assessment.

**Summative assessments** are given **annually** to measure how well students are learning concepts and skills specified in the Maryland Voluntary State Curriculum. The Maryland School Assessment (MSA) meets the federal testing requirements of *No Child Left Behind Act*, and is used to measure students' yearly progress. Students in Grades 3, 4, and 5 take the MSA in reading and mathematics in the spring. Students in Grade 5 take the Science MSA in the spring.

The MSA format includes multiple-choice and short-essay questions. Students complete all test activities independently. Parents should receive their children's MSA scores in the fall of the following year.

Special education students in Grades 3, 4, and 5 who are exempt from the MSA take the Alternate MSA (Alt-MSA), utilizing videotaping and portfolios of student work collected throughout the school year.

All students who are enrolled in the English for Speakers of Other Languages (ESOL) program and are receiving ESOL services take the Language Assessment System (LAS) Links. The LAS Links testing window is in the spring.

The spring assessment of the MCPSAP-PR serves as a summative assessment.

MCPS second graders take the TerraNova 2 in the spring. This test assesses reading, language mechanics, mathematics, and mathematics computation.

## SUMMATIVE ASSESSMENTS

Grade	Test
3–5	Alternate Maryland School Assessment (for special education students who are exempt from the MSA only)
3–5	Maryland School Assessment Reading, Mathematics
5	Maryland School Assessment Science
2	TerraNova 2
K–5	Language Assessment System (LAS) Links
K–2	Montgomery County Public Schools Assessment Program—Primary Reading Spring Administration



This document is available in an alternate format, upon request, under the Americans with Disabilities Act, by contacting the Public Information Office, at 850 Hungerford Drive, Room 112, Rockville, MD 20850, or by phone at 301-279-3391 or via the Maryland Relay at 1-800-735-2258.

Individuals who need sign language interpretation or cued speech transliteration in communicating with Montgomery County Public Schools (MCPS) may contact Interpreting Services in the Deaf and Hard of Hearing Program at 301-517-5539.

MCPS prohibits illegal discrimination on the basis of race, color, gender, religion, ancestry, national origin, marital status, socioeconomic status, age, disability, physical characteristics, or sexual orientation. Inquiries or complaints regarding discrimination or Title IX issues such as gender equity and sexual harassment should be directed to the Office of the Deputy Superintendent of Schools at 301-279-3126, via the Maryland Relay at 1-800-735-2258, or addressed to that office at 850 Hungerford Drive, Room 129, Rockville, MD 20850.



**Published by the Department of Materials Management  
for the Office of Curriculum and Instructional Programs**

2086.10ct • Editorial, Graphics & Publishing Services • 1K • 08/10

