



# HENRY COUNTY SCHOOLS

Better Together.



# 5TH GRADE

ENGLISH LANGUAGE ARTS | MATH | SCIENCE | SOCIAL STUDIES

 **HENRY**  
Teaching & Learning Standards





# Teaching & Learning Standards

## English Language Arts

### 5th Grade

*Collaboration, Communication, Creativity, and Critical Thinking skills are embedded within the language of the Henry Teaching and Learning Standards*

**HCS Graduate Learner Outcome** *As a Henry County graduate, I will read closely to analyze and evaluate all forms of text (both informational and literature).*

GA Standard Code

- ELAGSE5RL1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ELAGSE5RL2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- ELAGSE5RL3** 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).
- ELAGSE5RL4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- ELAGSE5RL5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- ELAGSE5RL6** Describe how a narrator's or speaker's point of view influences how events are described.
- ELAGSE5RL7** 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).
- ELAGSE5RL9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- ELAGSE5RL10** 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.
- ELAGSE5RI1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ELAGSE5RI2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- ELAGSE5RI3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- ELAGSE5RI4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- ELAGSE5RI5** 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.
- ELAGSE5RI6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- ELAGSE5RI7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.



**ELAGSE5RI8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).

**ELAGSE5RI9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**ELAGSE5RI10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

**ELAGSE5RF3** Know and apply grade-level phonics and word analysis skills in decoding words.

ELAGSE5RF3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

**ELAGSE5RF4** Read with sufficient accuracy and fluency to support comprehension.

ELAGSE5RF4a Read on-level text with purpose and understanding.

ELAGSE5RF4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

ELAGSE5RF4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

HCS Graduate  
Learner Outcome

*As a Henry County graduate, I will construct task-appropriate writing for diverse purposes and audiences.*

GA Standard Code

**ELAGSE5W1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

ELAGSE5W1a 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.

ELAGSE5W1b Provide logically ordered reasons that are supported by facts and details.

ELAGSE5W1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

ELAGSE5W1d Provide a concluding statement or section related to the opinion presented.

**ELAGSE5W2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELAGSE5W2a 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.

ELAGSE5W2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

ELAGSE5W2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

ELAGSE5W2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

ELAGSE5W2e Provide a concluding statement or section related to the information or explanation presented.

**ELAGSE5W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

ELAGSE5W3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

ELAGSE5W3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

ELAGSE5W3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

ELAGSE5W3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

ELAGSE5W3e Provide a conclusion that follows from the narrated experiences or events.

**ELAGSE5W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3.)**

**ELAGSE5W5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 5.)**

**ELAGSE5W6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.**

HCS Graduate  
Learner Outcome

*As a Henry County graduate, I will design and implement concise and sustained research tasks focused by questions and understandings of rigorous and relevant topics.*

GA Standard Code

**ELAGSE5W7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.**

**ELAGSE5W8 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.**

**ELAGSE5W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.**

ELAGSE5W9a Apply grade 5 Reading Standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

ELAGSE5W9b Apply grade 5 Reading Standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).

**ELAGSE5W10** 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.

**HCS Graduate  
Learner Outcome**

*As a Henry County graduate, I will collaborate and communicate effectively to participate in diverse discussions, share information and reasoning, or provide supporting evidence to convey and/or respond to clear and distinct perspectives.*

**GA Standard Code**

**ELAGSE5SL1** 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.

ELAGSE5SL1a 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.

ELAGSE5SL1b Follow agreed-upon rules for discussions and carry out assigned roles.

ELAGSE5SL1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

ELAGSE5SL1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**ELAGSE5SL2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**ELAGSE5SL3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**ELAGSE5SL4** 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.

**ELAGSE5SL5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**ELAGSE5SL6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language Standards 1 and 3 for specific expectations.)

**HCS Graduate  
Learner Outcome**

*As a Henry County graduate, I will employ the conventions of language, including word choice, effectively in written or spoken word.*

**GA Standard Code**

**ELAGGSE5L1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELAGGSE5L1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

ELAGGSE5L1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.

ELAGGSE5L1c Use verb tense and aspect to convey various times, sequences, states, and conditions.

ELAGGSE5L1d Recognize and correct inappropriate shifts in verb tense and aspect.\*

ELAGGSE5L1e Use correlative conjunctions (e.g., either/or, neither/nor).

**ELAGGSE5L2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.**

ELAGGSE5L2a Use punctuation to separate items in a series.\*

ELAGGSE5L2b Use a comma to separate an introductory element from the rest of the sentence.

ELAGGSE5L2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

ELAGGSE5L2d Use underlining, quotation marks, or italics to indicate titles of works.

ELAGGSE5L2e Spell grade-appropriate words correctly, consulting references as needed.

**ELAGGSE5L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

ELAGGSE5L3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.\*

ELAGGSE5L3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

**ELAGGSE5L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.**

ELAGGSE5L4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

ELAGGSE5L4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

ELAGGSE5L4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**ELAGGSE5L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

ELAGGSE5L5a Interpret figurative language, including similes and metaphors, in context.

ELAGGSE5L5b Recognize and explain the meaning of common idioms, adages, and proverbs.

ELAGGSE5L5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.



**ELAGGSE5L6** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).



# Teaching & Learning Standards

**Math**

**5th Grade**

*Collaboration, Communication, Creativity, and Critical Thinking skills are embedded within the language of the Henry Teaching and Learning Standards*

HCS Graduate  
Learner Outcome

*As a Henry County graduate, I will be able to use mathematical practices to help make sense of the real world.*

GA Standard Code

- MP.1** Make sense of problems and persevere in solving them.
- MP.2** Reason abstractly and quantitatively.
- MP.3** Construct viable arguments and critique the reasoning of others.
- MP.4** Model with mathematics.
- MP.5** Use appropriate tools strategically.
- MP.6** Attend to precision.
- MP.7** Look for and make use of structure.
- MP.8** Look for and express regularity in repeated reasoning.

HCS Graduate  
Learner Outcome

*As a Henry County graduate, I will be able to reason, describe, and analyze quantitatively using units and number systems to make sense of and solve problems.*

GA Standard Code

**MGSE5.NBT** Understand the place value system.

- MGSE5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and  $\frac{1}{10}$  of what it represents in the place to its left.
- MGSE5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
- MGSE5.NBT.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g.,  $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times \left(\frac{1}{10}\right) + 9 \times \left(\frac{1}{100}\right) + 2 \times \left(\frac{1}{1000}\right)$ .
- MGSE5.NBT.3b Compare two decimals to thousandths based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.
- MGSE5.NBT.4 Use place value understanding to round decimals up to the hundredths place.

**MGSE5.NBT Perform operations with multi-digit whole numbers and with decimals to hundredths.**

- MGSE5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm (or other strategies demonstrating understanding of multiplication) up to a 3-digit by 2-digit factor.
- MGSE5.NBT.6 Fluently divide up to 4-digit dividends and 2-digit divisors by using at least one of the following methods: strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations or concrete models. (e.g., rectangular arrays, area models)
- MGSE5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

**MGSE5.NF Use equivalent fractions as a strategy to add and subtract fractions.**

- MGSE5.NF.1 Add and subtract fractions and mixed numbers with unlike denominators by finding a common denominator and equivalent fractions to produce like denominators.
- MGSE5.NF.2 Solve word problems involving addition and subtraction of fractions, including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result  $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$ , by observing that  $\frac{3}{7} < \frac{1}{2}$ .*

**MGSE5.NF Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**

- MGSE5.NF.3 Interpret a fraction as division of the numerator by the denominator ( $\frac{a}{b} = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *Example:  $\frac{3}{5}$  can be interpreted as "3 divided by 5 and as 3 shared by 5".*
- MGSE5.NF.4a Apply and use understanding of multiplication to multiply a fraction or whole number by a fraction. *Examples:  $\frac{a}{b} \times q$  as  $\frac{a}{b} \times \frac{q}{1}$  and  $\frac{a}{b} \times \frac{c}{d} = \frac{ac}{bd}$ .*
- MGSE5.NF.4b Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths.
- MGSE5.NF.5a Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. Example:  $4 \times 10$  is twice as large as  $2 \times 10$ .
- MGSE5.NF.5b Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $\frac{a}{b} = \frac{n \times a}{n \times b}$  to the effect of multiplying  $\frac{a}{b}$  by 1.



- MGSE5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
- MGSE5.NF.7a Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for  $(\frac{1}{3}) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $(\frac{1}{3}) \div 4 = \frac{1}{12}$  because  $(\frac{1}{12}) \times 4 = \frac{1}{3}$ .
- MGSE5.NF.7b Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for  $4 \div (\frac{1}{5})$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $4 \div (\frac{1}{5}) = 20$  because  $20 \times (\frac{1}{5}) = 4$ .
- MGSE5.NF.7c Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share  $\frac{1}{2}$  lb of chocolate equally? How many  $\frac{1}{3}$  cup servings are in 2 cups of raisins?

**MGSE5.MD Convert like measurement units within a given measurement system.**

- MGSE5.MD.1 Convert among different-sized standard measurement units (mass, weight, length, time, etc.) within a given measurement system (customary and metric) (e.g., convert 5cm to 0.05m), and use these conversions in solving multi-step, real world problems.

HCS Graduate  
Learner Outcome

***As a Henry County graduate, I will be able to create, interpret, use, and analyze patterns of algebraic structures to make sense of problems.***

GA Standard Code

**MGSE5.OA Write and interpret numerical expressions.**

- MGSE5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
- MGSE5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7 then multiply by 2" as  $2 \times (8 + 7)$ . Recognize that  $3 \times (18932 + 921)$  is "three times as large as  $18932 + 921$ ", without having to calculate the indicated sum or product.*

HCS Graduate  
Learner Outcome

***As a Henry County graduate, I will be able to use functions to interpret and analyze a variety of contexts.***

GA Standard Code

**MGSE5.OA Analyze patterns and relationships**

- MGSE5.OA.3 Generate two numerical patterns using a given rule. Identify apparent relationships between corresponding terms by completing a function table or input/output table. Using the terms created, form and graph ordered pairs on a coordinate plane.

HCS Graduate  
Learner Outcome

*As a Henry County graduate, I will be able to prove, understand, and model geometric concepts using appropriate tools, theorems, and constructions to solve problems and apply logical reasoning.*

## GA Standard Code

**MGSE5.MD Geometric Measurement: understand concepts of volume and relate volume to multiplication and division.**

- MGSE5.MD.3a Recognize that a cube with side length 1 unit, called a “unit cube” is said to have “one cubic unit” of volume, and can be used to measure volume.
- MGSE5.MD.3b Understand that a solid figure which can be packed without gaps or overlaps using  $n$  unit cubes is said to have a volume of  $n$  cubic units.
- MGSE5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
- MGSE5.MD.5a Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
- MGSE5.MD.5b Apply the formulas  $V = l \times w \times h$  and  $V = b \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.
- MGSE5.MD.5c Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

**MGSE5.G Graph points on the coordinate plane to solve real-world and mathematical problems.**

- MGSE5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
- MGSE5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

**MGSE5.G Classify two-dimensional figures into categories based on their properties.**

- MGSE5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
- MGSE5.G.4 Classify two-dimensional figures in a hierarchy based on properties (polygons, triangles, and quadrilaterals).

HCS Graduate  
Learner Outcome

*As a Henry County graduate, I will be able to use a variety of data analysis and statistics strategies to analyze, develop, and evaluate inferences based on data.*

GA Standard Code

**MGSE5.MD** Represent and interpret data.

MGSE5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*



# Teaching & Learning Standards

**Science**

**5th Grade**



*Collaboration, Communication, Creativity, and Critical Thinking skills are embedded within the language of the Henry Teaching and Learning Standards*

HCS Graduate Learner Outcome ***As a Henry County graduate, I will apply science and engineering practices to understand and analyze lithospheric materials, tectonic processes, and the human and environmental impacts of natural and human-induced changes to Earth's surface.***

GA Standard Code

**S5E1 Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes.**

- S5E1a Construct an argument supported by scientific evidence to identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes (examples could include deposition, weathering, erosion, and impact of organisms).
- S5E1b Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes.
- S5E1c Ask questions to obtain information on how technology is used to limit and/or predict the impact of constructive and destructive processes.

HCS Graduate Learner Outcome ***As a Henry County graduate, I will apply scientific and engineering practices to understand and analyze the structural similarities of organisms and how they can be compared scientifically.***

GA Standard Code

**S5L1 Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.**

- S5L1a Develop a model that illustrates how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal) using data from multiple sources.
- S5L1b Develop a model that illustrates how plants are sorted into groups (seed producers, non-seed producers) using data from multiple sources.

HCS Graduate Learner Outcome ***As a Henry County graduate, I will apply scientific and engineering practices to understand and analyze the relationship between genetics, adaptation, and biodiversity.***

GA Standard Code

**S5L2 Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired.**

- S5L2a Ask questions to compare and contrast instincts and learned behaviors.
- S5L2b Ask questions to compare and contrast inherited and acquired physical traits.

HCS Graduate Learner Outcome *As a Henry County graduate, I will apply scientific and engineering practices to understand and analyze molecular, structural, and chemical biology as they relate to biological systems and each level of organization from cells to organ systems.*

GA Standard Code

**S5L3 Obtain, evaluate, and communicate information to compare and contrast the parts of plant and animal cells.**

- S5L3a Gather evidence by utilizing technology tools to support a claim that plants and animals are comprised of cells too small to be seen without magnification.
- S5L3b Develop a model to identify and label parts of a plant cell (membrane, wall, cytoplasm, nucleus, chloroplasts) and of an animal cell (membrane, cytoplasm, and nucleus).
- S5L3c Construct an explanation that differentiates between the structure of plant and animal cells.

HCS Graduate Learner Outcome *As a Henry County graduate, I will apply scientific and engineering practices to understand and analyze the characteristics, functions, and behavioral interactions within an ecosystem.*

GA Standard Code

**S5L4 Obtain, evaluate, and communicate information about how microorganisms benefit or harm larger organisms.**

- S5L4a Construct an argument using scientific evidence to support a claim that some microorganisms are beneficial.
- S5L4b Construct an argument using scientific evidence to support a claim that some microorganisms are harmful.

HCS Graduate Learner Outcome *As a Henry County graduate, I will understand and analyze atoms, matter, reactions, and interactions through scientific processes and practices.*

GA Standard Code

**S5P1 Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change.**

- S5P1a Plan and carry out investigations of physical changes by manipulating, separating and mixing dry and liquid materials.
- S5P1b Construct an argument based on observations to support a claim that the physical changes in the state of water are due to temperature changes, which cause small particles that cannot be seen to move differently.
- S5P1c Plan and carry out an investigation to determine if a chemical change occurred based on observable evidence (color, gas, temperature change, odor, new substance produced).

HCS Graduate  
Learner Outcome

*As a Henry County graduate, I will understand and analyze energy and the characteristics of waves as demonstrated through the integration of scientific practices.*

GA Standard Code

**S5P2 Obtain, evaluate, and communicate information to investigate electricity.**

S5P2a Obtain and combine information from multiple sources to explain the difference between naturally occurring electricity (static) and human-harnessed electricity.

S5P2b Design a complete, simple electric circuit, and explain all necessary components.

S5P2c Plan and carry out investigations on common materials to determine if they are insulators or conductors of electricity.

**S5P3 Obtain, evaluate, and communicate information about magnetism and its relationship to electricity.**

S5P3a Construct an argument based on experimental evidence to communicate the differences in function and purpose of an electromagnet and a magnet.

S5P3b Plan and carry out an investigation to observe the interaction between a magnetic field and a magnetic object.







# Teaching & Learning Standards

## **Social Studies**

### **5th Grade**

*Collaboration, Communication, Creativity, and Critical Thinking skills are embedded within the language of the Henry Teaching and Learning Standards*

HCS Graduate  
Learner Outcome

*As a Henry County graduate, I will use my understanding of continuity and change to analyze a variety of sources, perspectives and historical influences.*

GA Standard Code

**SS5H1 Describe how life changed in America at the turn of the century.**

- SS5H1a Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.
- SS5H1b Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).
- SS5H1c Explain how William McKinley and Theodore Roosevelt expanded America's role in the world; include the Spanish-American War and the building of the Panama Canal.
- SS5H1d Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.

**SS5H2 Describe U.S. involvement in World War I and post-World War I America.**

- SS5H2a Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.
- SS5H2b Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh).

**SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.**

- SS5H3a Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.
- SS5H3b Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.
- SS5H3c Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.

**SS5H4 Explain America's involvement in World War II.**

- SS5H4a Describe German aggression in Europe and Japanese aggression in Asia.
- SS5H4b Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.
- SS5H4c Discuss President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki.
- SS5H4d Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.
- SS5H4e Describe the effects of rationing and the changing role of women and African Americans or Blacks; include "Rosie the Riveter" and the Tuskegee Airmen.
- SS5H4f Explain the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations.

**SS5H5 Discuss the origins and consequences of the Cold War.**

- SS5H5a Explain the origin and meaning of the term "Iron Curtain."
- SS5H5b Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.
- SS5H5c Identify Joseph McCarthy and Nikita Khrushchev.
- SS5H5d Discuss the importance of the Cuban Missile Crisis and the Vietnam War.

**SS5H6 Describe the importance of key people, events, and developments between 1950-1975.**

- SS5H6a Analyze the effects of Jim Crow laws and practices.
- SS5H6b Explain the key events and people of the Civil Rights movement: Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.
- SS5H6c Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.
- SS5H6d Discuss the significance of the technologies of television and space exploration.

**SS5H7 Trace important developments in America from 1975 to 2001.**

SS5H7a Describe the collapse of the Soviet Union, including the role of Ronald Reagan.

SS5H7b Describe the events of September 11, 2001, and analyze their impact on American life.

SS5H7c Explain the impact of the personal computer and the Internet on American life.

HCS Graduate  
Learner Outcome

*As a Henry County graduate, I will analyze the physical and political geography of various local, national, and global regions to understand their impact on societies of the past, present and future.*

GA Standard Code

**SS5G1 Locate important places in the United States.**

SS5G1a Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Kitty Hawk, NC; Pearl Harbor, HI; Montgomery, AL.; and Chicago, IL.

**SS5G2 Explain the reasons for the spatial patterns of economic activities.**

SS5G2a Locate primary agricultural and industrial locations between the end of the Civil War and 1900 and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Pittsburgh's rapid growth in the late nineteenth century).

SS5G2c Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Chicago's rapid growth at the turn of the century).

**Map and Globe Skills Use maps to retrieve social studies information.**

Map and  
Globe Skills Use graphic scales to determine distances on a map.

Map and  
Globe Skills Use latitude and longitude to determine location

Map and  
Globe Skills Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities

Map and  
Globe Skills Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

HCS Graduate Learner Outcome *As a Henry County graduate, I will apply my understanding of our founding documents, civic ideals and practices, and rights and responsibilities to actively participate as an engaged citizen.*

GA Standard Code

**SS5CG1 Explain how a citizen's rights are protected under the U.S. Constitution.**

SS5CG1a Explain the responsibilities of a citizen.

SS5CG1b Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen's rights by due process.

**SS5CG2 Explain the process by which amendments to the U.S. Constitution are made.**

SS5CG2a Explain the amendment process outlined in the Constitution.

SS5CG2b Describe the purpose for the amendment process.

**SS5CG3 Explain how amendments to the U. S. Constitution have maintained a representative democracy/republic.**

SS5CG3a Explain how voting rights are protected by the 15th, 19th, 23rd, 24th, and 26th amendments.

HCS Graduate Learner Outcome *As a Henry County graduate, I will apply the concepts and processes from economics to issues of personal finance and local, national and global markets.*

GA Standard Code

**SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.**

SS5E1a Describe opportunity costs and their relationship to decision-making across time (e.g., decisions by individuals in response to rationing during WWII).

SS5E1b Explain how price incentives affect people's behavior and choices (e.g., decisions to participate in cattle trails because of increased beef prices).

SS5E1c Describe how specialization can improve standards of living and productivity (e.g., how Henry Ford's use of the assembly line reduced the price of automobiles).

SS5E1d Describe how trade and voluntary exchange promotes economic activity (e.g., how the Panama Canal increases trade among countries).

**SS5E2 Describe the functions of four major sectors in the U. S. economy.**

SS5E2a Describe the household function in providing resources and consuming goods and services.

SS5E2b Describe the private business function in producing goods and services.

SS5E2c Describe the bank function in providing checking accounts, savings accounts, and loans.

SS5E2d Describe the government function in taxation and providing certain public goods and public services.

**SS5E3 Describe how consumers and producers interact in the U. S. economy.**

SS5E3a Describe how competition, markets, and prices influence consumer behavior.

SS5E3b Describe how people earn income by selling their labor to businesses.

SS5E3c Describe how entrepreneurs take risks to develop new goods and services to start a business.

**SS5E4 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.**

**HCS Graduate Learner Outcome** *As a Henry County graduate, I will question, research, communicate and defend discipline-based processes and knowledge.*

GA Standard Code

**Information Processing Skills**

**Locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.**

Information Processing Skills Identify issues and/or problems and alternative solutions.

Information Processing Skills Analyze artifacts.

Information Processing Skills Analyze graphs and diagrams.

Information Processing Skills Translate dates into centuries, eras, or ages.

Information Processing Skills Formulate appropriate research questions.

Information Processing Skills Determine adequacy and/or relevancy of information.

Information Processing Skills Check for consistency of information.

Information Processing Skills Interpret political cartoons.

Information Processing Skills Identify and use primary and secondary sources.