

FIFTH GRADE CURRICULUM

2023/2024



Mathematics

PROBLEM SOLVING

*These objectives should be applied throughout all Maths topics

Overall Expectations

By the end of fifth grade, students should:

- learn and follow the order of operations when working with mathematical expressions
- understand the meaning of keywords found in word problems and choose the appropriate operation to solve them
- use diagrams to organise data and solve word problems
- use previously acquired knowledge to make reasonable estimations when solving problems

Specific Expectations

- solve expressions with one or more sets of brackets following the order of operations
- explore effective strategies and useful steps to help read, understand and solve multi-step word problems
- use mathematical thinking and processes to solve increasingly complex multi-step word problems (e.g. diagrams, tables, drawings)
- identify and select relevant and useful data in a word problem in order to resolve it
- identify numerical data within a problem that is implied or expressed only in words
- identify missing, useless or contradictory data within a word problem
- use mathematical knowledge to make logical estimations about the expected answer when solving problems

PLACE VALUE

Overall Expectations

By the end of fifth grade, students should:

- recognise place value up to millions and billions
- understand and work with powers and roots of a number
- work with relative numbers (positive and negative numbers)
- review decimal place value to thousandths
- round numbers to a given unit
- apply understanding of Roman Numerals to solve problems

Specific Expectations

- read, write, compare and order whole numbers up to 1.000.000
- understand and recognise the place value of numbers up to 1.000.000
- understand and be able to complete operations and solve problems with negative numbers
- understand and be able to work with powers and square roots of numbers
- solve problems with decimal numbers up to thousandths
- identify the place value of digits in a number and round to the nearest 10, 100 or 1000
- read and write Roman Numerals up to 1000 (M) using the patterns in their formation to solve problems

THE FOUR OPERATIONS

Overall Expectations

By the end of fifth grade, students should:

- work with whole numbers up to 1.000.000 with increasing confidence in the four operations
- work with decimal numbers up to thousandths with increasing confidence in the four operations
- understand and apply properties of operations
- develop effective mental strategies in the four operations
- double and half numbers up to 1000 with increasing fluency

Specific Expectations

- understand and apply the properties of addition (commutative and associative)
- understand and apply the invariant property of subtraction and division
- understand and apply the properties of multiplication (commutative, distributive and associative)
- carry out addition and subtraction operations up to 1.000.000 using written methods
- carry out mental methods of addition and subtraction making use of effective strategies such as the inverse rule and the properties of operations
- carry out multiplication operations up to 1.000.000 using a written methods and employing knowledge of times tables
- carry out division operations up to 1.000.000 using a the 'long division' method
- carry out mental methods of multiplication and division making use of effective strategies such as the inverse rule and the properties of operations
- use the four operations to solve problems with decimal numbers
- multiply whole and decimal numbers by 10, 100, and 1000, and understand how place value changes, and why the decimal point moves
- learn and develop effective mental strategies for doubling and halving numbers to 1000

FRACTIONS, DECIMALS, AND PERCENTAGES

Overall Expectations

By the end of fifth grade, students should:

- identify and work with different types of fractions with increasing confidence
- calculate fractions of amounts and solve problems involving fractions, decimals and percentages
- relate fractions to decimals and percentages

Specific Expectations

- recognise and name different types of fractions (proper, improper, mixed number) and be able to convert from a mixed number to an improper fraction
- add and subtract fractions with the same denominator
- compare fractions with the same and different denominator
- simplify fractions using knowledge of factors and multiples
- identify and make equivalent fractions using the multiplication and division of the numerator and denominator by the same factor or multiple
- find the fraction of an amount and vice versa (e.g. $\frac{1}{2}$ of 50 = ?; 25 is $\frac{1}{2}$ of what amount?)
- understand percentages and how they relate to fractions and decimals
- use different strategies to calculate percentages of an amount
- solve real-life money problems related to discounts and sales using percentages
- learn effective strategies to convert between fractions, decimals and percentages

MULTIPLES AND FACTORS

Overall Expectations

By the end of fifth grade, students should:

- understand the definition of multiples and factors
- understand the difference between prime numbers and composite numbers

Specific Expectations

- learn and understand the definition of multiples and factors
- find factors and multiples of given numbers, including common factors and multiples
- use knowledge of factors and multiples to solve problems
- understand that a prime number has only two factors
- understand that a composite number can be broken down into more than two factors

MEASUREMENT AND MONEY

Overall Expectations

By the end of fifth grade, students should:

- explore a variety of measurements and relate them to standard units of measure
- express measurements using multiples and submultiples
- apply problem solving skills to real life situations using measurement

Specific Expectations

- know standard units of measurement for length, capacity, weight, area, time and money
- carry out measurements of length, capacity, weight and area using standard units
- express measurements and equivalent measurements of length, mass, capacity, area and time using multiples and submultiples
- perform estimations and practical investigations to record and compare measurements of length, capacity and mass
- use measurement data to calculate length, capacity, mass, time and area
- solve real-life money problems related to buying and selling (e.g calculating cost, sale, profit, discounts and interest)
- convert between different units of time
- solve word problems involving calculating time and elapsed time

GEOMETRY

Overall Expectations

By the end of fifth grade, students should:

- describe, classify and determine the properties of a range of 2D and 3D shapes
- calculate the height, area and perimeter of 2D shapes
- calculate the area, diameter and circumference of a circle
- extend understanding of coordinates and carry out the translation and rotation of a range of geometric shapes on coordinate grids

Specific Expectations

- distinguish between polygons and non-polygons
- analyse, describe and classify 2D and 3D geometric shapes according to their properties
- understand the structure of 3D geometric shapes using 2D nets
- identify and reproduce a 2D or 3D geometric shape from the description of its properties
- know and be able to identify the properties of triangles (sides, vertices, angles, height)
- know and be able to identify the properties of quadrilaterals (sides, vertices, angles, height)
- calculate the perimeter of a range of geometric shapes and identify the relationship between area and perimeter

- know the formulae for, and be able to calculate, the area of a square, rectangle, triangle, parallelogram, rhombus, trapezium
- use partitioning of simple and complex shapes to recognise that different 2D shapes may have the same surface area
- understand the relationship between the radius, diameter, circumference and area of a circle
- calculate the circumference and area of circle
- make comparisons between solid shapes in the surroundings and on paper
- calculate the base/side surface area and total surface area of a range of solid shapes
- understand the concept of volume and calculate the volume of simple solid shapes
- use coordinates to plot and locate points and shapes on a grid
- carry out the rotation and translation of a range of geometric shapes

STATISTICS AND PROBABILITY

Overall Expectations

By the end of fifth grade, students should:

- interpret and draw information from a range of graphs, charts and tables
- calculate the probability of simple events using maths
- find the average, mode and median of a range of given numbers
- tackle and solve word problems in a range of contexts

Specific Expectations

- explore problematic situations in order to resolve 'brain teasers' and logic puzzles
- collect, sort, organise, interpret and represent information in a variety of charts, graphs and tables
- compare and contrast different ways, and consequent advantages or disadvantages, of representing the same data
- sort, interpret and qualify data using numerical and statistical averages (frequency, mean, median, mode and range)
- in concrete and numerical situations, perceive and calculate the probability of an event as a fraction or ratio
- in concrete and numerical situations, perceive and calculate the probability of an event in terms of certain, likely, equal probability, possible, improbable/unlikely and impossible

English

SPEAKING AND LISTENING

Overall Expectations

By the end of fifth grade, students should:

- be able to adapt the pace and loudness of speaking when performing or reading aloud
- listen attentively, and evaluate what is heard giving reasons for agreement or disagreement, learning to deal politely with opposing points of view
- describe events and opinions with increasing clarity and confidence, shaping and organising ideas clearly when speaking

Specific Expectations

- accurately ask and answer questions using correct grammatical structures
- adapt and use appropriate pace, tone and vocabulary when performing or reading aloud
- shape and organise ideas clearly when speaking
- talk confidently and listen purposefully in a range of contexts
- describe events and convey opinions with increasing clarity
- develop confidence in performing (e.g. in a play scene)
- prepare and present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language
- tell a story using notes designed to cue and techniques, such as repetition and humour
- report back to a group, using notes to present findings about a topic studied

GRAMMAR AND PUNCTUATION

Overall Expectations

By the end of fifth grade, students should:

- accurately use punctuation relevant to genre and context
- correctly use the conventions of standard English including verb agreement, pronouns and an accurate use of prepositions
- understand and follow grammar rules with increasing accuracy paying attention to exceptions

Specific Expectations

- correctly use commas and apostrophes in speech, contractions and to show possession
- identify uses of the colon, semi-colon, dashes and brackets
- use relative, reflexive, demonstrative, possessive, subject and object pronouns accurately

and consistently

- use countable and uncountable nouns correctly
- explore abstract and concrete nouns
- apply subject-verb agreement consistently
- correctly use the present and past continuous tense
- confidently form regular and irregular simple past tense verbs
- know the conventions and proper usage of the Past Simple, Present Perfect, and the Future tenses
- identify and use modal verbs
- explore active and passive verbs within sentences
- investigate clauses (relative, main and subordinate) within complex sentences
- understand the difference between direct and indirect speech
- correctly use adverbs and adverbial phrases to modify verbs and adjectives
- use a range of prepositions and prepositional phrases
- accurately use a variety of coordinating and subordinating conjunctions
- explore and correctly use the conditional tense
- accurately use articles, quantifiers and determiners

WRITING

Overall Expectations

By the end of fifth grade, students should:

- explore the features of a variety of fiction and non-fiction texts
- plan and write a range of extended texts including narratives, playscripts and non-chronological reports choose words and phrases carefully to convey feeling and atmosphere and begin to use figurative language to evoke imaginative response
- review, revise and edit writing in order to improve it

Specific Expectations

Key Skills

- use synonyms of verbs, adjectives and adverbs to enhance writing
- use 'powerful' vocabulary to strengthen the impact of descriptive writing
- re-read and edit writing to check punctuation, grammatical sense and to make improvements
- use paragraphs to organise writing and distinguish between different ideas, information or events
- make notes, write reviews and summarise a paragraph, passage or book in a limited number of words

Fiction

- plan and write extended stories in different genres
- explore alternative story openings and endings
- plan and write narratives with a beginning, middle and ending in which events are sequenced logically and conflicts are resolved
- use settings, dialogue and characterisation effectively to engage readers' interest

- use language to create emphasis, humour, atmosphere or suspense
- write and perform poems, attending to the use of poetic devices (alliteration, rhyme, imagery, figurative language)
- write a short play script
- write a modern version of a classic text or poem using mentor texts
- choose words and phrases carefully to convey feeling and atmosphere
- use figurative language to evoke imaginative response
- write new scenes or characters into a story, or write from another viewpoint

Non-Fiction

- develop biographical and autobiographical writing in role
- write a commentary on an issue, setting out arguments for and against and justifying a personal view
- argue a case in writing, developing points logically and convincingly
- write a balanced report of a controversial issue
- write non-chronological reports (leaflets, instructions, newspaper reports, letters)
- write persuasive texts
- write explanatory texts
- write first- person recounts (diaries, blogs etc)

SPELLING AND VOCABULARY

Overall Expectations

By the end of fifth grade, students should:

- make use of known spellings and spelling patterns in all writing
- carry out spelling 'self-checking' and proofreading
- develop knowledge of increasingly complex vocabulary

Specific Expectations

- use effective strategies to learn new spellings and correct mis-spelt words
- spell words ending in -ing that require the doubling of consonants
- correctly use spelling rules for plurals
- recognise common letter strings in words pronounced differently (e.g. tough, through, trough, plough)
- extend earlier work to support spelling (e.g. sign, signal, signature)
- identify and spell words containing unstressed vowels (e.g. carpet, interest)
- learn spelling rules for words ending in 'e' and 'y' (e.g. take/taking, try/tries)
- investigate ways of creating opposites ('un', 'im')
- investigate patterns in the use of sin on prefixes and suffixes (auto- , bi-, trans-, im-, ir-, -cian)
- identify word roots and double consonants (e.g. full/ful)
- use different synonyms for verbs and adjectives and investigate shades of meaning
- recognise meaning in figurative language: puns, proverbs, alliteration, personification, onomatopoeia, idioms, similes and metaphors
- correctly use and spell homophones

READING AND COMPREHENSION

Overall Expectations

By the end of fifth grade, students should:

- explore the features of a variety of texts (poetry and prose) which recount events and experiences
- read and evaluate non-fiction texts for purpose, style, clarity and organisation and develop note-taking skills by extracting key points and linking ideas
- understand the use of persuasive devices, words and phrases in print and other media
- analyse a variety of texts in depth to discover meaning and answer increasingly complex text based questions to show comprehension

Specific Expectations

Key Skills

- learn and apply effective spelling rules and use context clues and inference to tackle unfamiliar vocabulary
- read a range of different texts with accuracy, expression and fluency
- accurately identify different genres and themes
- explain how writers use figurative and expressive language to create images and atmosphere
- understand how paragraphs and chapters are used to organise ideas
- apply knowledge of different organisational text features to find information effectively
- ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
- determine the main idea of a text and explain how it is supported by key details
- summarise texts

Fiction

- describe characters in a story (using their traits, motivations, feelings etc) and explain how their actions contribute to the sequence of events.
- identify imagery techniques used by writers and explain their effects
- identify plot devices used by writers (cliffhangers, climax, flashback etc)
- investigate how settings can shape characters and plot
- infer characters' reasons for behaviour from their actions
- understand how expressive and descriptive language creates mood
- compare and contrast poems and investigate poetic features such as figurative language, rhyme, alliteration and assonance
- read and perform play scripts, exploring how scenes are built up

Non- Fiction

- identify different types of non-fiction text and their features: persuasive, explanatory, biographical
- read newspaper reports, instructional texts and non-chronological reports and consider how they engage and inform the reader
- distinguish between 'fact', 'opinion' and 'fake news' in reading and other media
- understand how points are ordered to make a coherent argument

Science

LIFE CYCLE AND GROWTH OF FLOWERING PLANTS

*Highlighted objectives are not in the Oxford textbook but should be taught using other resources

Overall Expectations

By the end of fifth grade, students should:

- understand that not all plants produce flowers
- name parts of a flower and describe their function
- describe the life cycle of a flowering plant
- identify the main methods of seed dispersal
- explain the processes of photosynthesis, pollination, germination and fertilisation
- identify the conditions that plants need to grow

Specific Expectations

- understand and explain the conditions that plants need to grow and explain how plants make their own food through photosynthesis
- understand the differences between the structure of non-flowering plants and flowering plants
- identify parts of a flower and describe their functions
- understand and explain the stages in the life cycle of a flowering plant
- explain how flowering plants reproduce through the processes of pollination, fruit and seed production, and seed dispersal
- describe the process of seed germination and know that seeds, in general, require water and an appropriate temperature to germinate
- describe how plants and animals are adapted to environments that are hot, cold, wet and/or dry
- describe how flowering plants are adapted to attract pollinators and promote seed dispersal

LIFE CYCLE AND GROWTH OF HUMANS AND ANIMALS

Overall Expectations

By the end of fifth grade, students should:

- name and explain the life processes in animals
- understand the importance of animal reproduction
- describe life cycles in insects, amphibians, birds and mammals

Specific Expectations

- name and explain the life processes common to humans and animals and explore the different ways in which animals can move, reproduce, respire, eat and use senses
- describe differences between living and non-living things
- identify similarities and differences in the life process of plants and animals
- identify and explain the differences between the life cycles of mammals, amphibians, insects and birds
- describe the changes as humans develop to old age

THE HUMAN BODY

*This topic replaces Unit 3 of the Oxford Textbook to cover all Italian Curriculum objectives

Overall Expectations

By the end of fifth grade, students should:

- understand the body as an organisation of cells, tissues, organs and systems
- understand the function of the various body systems, including respiratory, circulatory, excretory, digestive, skeletal, muscular, sensory and reproductive
- identify the body's vital organs and associate the body system to which it belongs

Specific Expectations

- understand that cells are the basic units of life, learning about their basic structure and function
- explore and identify different cell types and understand how their functions differ, and how this is reflected in their structure (e.g. bone cells, white blood cells)
- learn how cells can be organised to form tissues
- learn how tissues are organised into organs, and know the name, function and location of major organs
- understand the basic structure of the body and where bone, muscle, organs and skin are in relation to one another
- understand how organs work together to form body systems
- explore the function, organisation and location within the body of the following systems:
 - The respiratory system; understand how lungs work (transferring oxygen and carbon dioxide), function of rib cage, diaphragm etc. Explore how lungs can be damaged
 - The circulatory system; the role of blood vessels, heart, blood and lungs. Investigate what gets passed to and from the cells, understand the cyclical nature and links with the respiratory system
 - The skeletal system; understand the role of the skeleton (support, protection, movement, blood cell production), and learn the names of major bones
 - The muscular system; learn the names of major muscles and muscle groups, understand how muscles work and the role of tendons

- The digestive system; understand the role of the mouth, teeth and tongue, the function of different parts of the system, the names of the various organs, the importance of a balanced diet and the journey and transition of food through the system
- The excretory system; know its relation to the digestive and other systems, understand the role of the kidneys
- The sensory system; look at the specific role of the skin, eyes, nose, ears and tongue. Understand how our senses help us interact with the world
- The nervous system; understand the role of the central and peripheral nervous system, the role of the senses, brain and spinal cord. Explore the differences between reflex and reaction.
- The reproductive system; know the major organs of the reproductive system, understand the process of fertilisation and the stages of development in the womb, from conception to birth

EARTH AND SPACE

*Highlighted objectives are not in the Oxford textbook but should be taught using other resources

Overall Expectations

By the end of fifth grade, students should:

- know the order of the Sun and planets in the solar system
- understand that the Earth spins on its axis and that it orbits the Sun
- explain how the spin of the Earth gives us day and night
- know that the seasons, length of days and nights differ according to the time of year and location of the Earth relative to the Sun

Specific Expectations

- explore and understand the origins of the universe (Big Bang)
- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- describe the movement of the Moon relative to the Earth
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky
- understand how Earth moves in the solar system making reference to: rotation, revolution and tilt
- understand that all planets orbit the sun and that Earth orbits the Sun once each year, and that the Moon takes approximately 28 days to orbit the Earth
- understand that the tilt of the Earth and its orbit around the Sun cause different seasons over the course of a year
- explore other components of the solar system, including stars, natural satellites, comets, asteroids, and meteoroids, and describe their physical characteristics
- explore the physical features of the sun and understand its importance

FORCES IN ACTION

*Some objectives and lessons from this unit in the Oxford textbook have been removed because they are covered in Middle School Science

Overall Expectations

By the end of fifth grade, students should:

- understand that gravity is a force that pulls objects towards the Earth
- understand the effect of friction between two surfaces
- investigate the link between surface area and air resistance on objects
- investigate the link between shape and water resistance
- know how simple machines can reduce the amount of force required

Specific Expectations

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- investigate how forces act in opposite directions to move an object and can vary in strength
- understand that the application of a force involves a transfer of energy and energy can never be created or destroyed
- identify the forces acting on a floating or sinking object
- experiment with and understand balanced and unbalanced forces
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

History

HISTORIAN'S SKILLS

*Not a standalone unit, objectives to be incorporated into other units.

Overall Expectations

By the end of fifth grade, students should:

- read and interpret historical maps and timelines
- able to summarise events and reconstruct the way of life of a people through the most important aspects of their civilisation
- understand and use the conventional system of periodisation used in the West with confidence
- investigate and interrogate sources, using these to gather information about the past
- assess sources in terms of their usefulness and reliability
- make mind maps, charts and timelines

Specific Expectations

- master the terminology associated with periods of time and sequences
- understand cause and effect and be able to order events, understanding how one event influences another
- recognise and interpret the physical effects of the passage of time
- compare and contrast different types of source, evaluating their usefulness against different criteria (e.g. richness of source, relevance of source)
- explore both the value, and limitation of reconstructing the past using historical sources
- identify primary and secondary sources, understanding their advantages and disadvantages

CLASSICAL GREECE

Overall Expectations

By the end of fifth grade, students should:

- identify the causal relationship between the physical and environmental features of a territory and the historical events which take place there
- know the significant economic, political, cultural and religious contexts, events and features of the most important Greek cities
- understand the relationship between the historical, geographical and religious context of a civilisation and its population's way of life
- use knowledge of historic events and development to understand current world affairs
- explore the fundamental importance of the ancient Greek civilisation to modern Western civilisation

Specific Expectations

- explore how geographical features have shaped Greek civilisation
- understand the development of the polis, its main features and its importance to the history of the Greek civilisation
- develop understanding of the main unifying features of Classical Greek civilisation
- develop understanding of some of the main differences between prominent Greek city states, for example Athens and Sparta
- develop understanding of Greek contributions to art, maths, science, philosophy, literature and drama
- learn how democracy functioned in ancient Greece and how it has influenced modern democracies
- explore the religious beliefs of the ancient Greeks
- explore the structure of society in ancient Greece
- discover what we can learn from Greek literature and legends
- look at the Greek Olympics and compare them with modern olympics
- investigate where, when and how the Greeks developed different colonies
- learn about the Greek wars with Persia
- learn about the Peloponnesian wars
- investigate the Greek legacy

THE HELLENIC WORLD

Overall Expectations

By the end of fifth grade, students should:

- identify and explain connections between different historical events across different time periods and geographical locations
- know the significant economic, political, cultural and religious contexts, events and features of the Hellenic civilisation

Specific Expectations

- compare and contrast ancient Macedonia with Greece, see how they were similar and how they differed
- investigate and map the Macedonian expansion under Philip II
- look closely at Alexander the Great and explore his conquests and the consequences of these
- investigate what happened to the Hellenistic world after Alexander's death
- investigate scientific discoveries and other important intellectual contributions made during the Hellenistic period

PRE-ROMAN ITALY

Overall Expectations

By the end of fifth grade, students should:

- identify the causal relationship between the physical and environmental features of a territory and the historical events which take place there
- understand the relationship between the historical, geographical and religious context of a civilisation and its population's way of life
- understand the diversity of peoples who inhabited pre-Roman Italy

Specific Expectations

- investigate early Italic tribes and map different populations
- look at the Terramare and Villanovan people who inhabited the Emilia Romagna area
- explore and map the expansion of the Etruscan peoples from the 7th to 5th centuries BC
- consider what we can learn about the role of women in Etruscan society
- analyse Etruscan society and explore its connections with ancient Greece
- look at the artistic and architectural traditions of the Etruscans
- gather information from a range of different sources about the Etruscans and use this to better understand their society and its religion, culture and politics

THE ROMAN KINGDOM TO REPUBLIC

Overall Expectations

By the end of fifth grade, students should:

- identify the causal relationship between the physical and environmental features of a territory and the historical events which take place there
- understand the relationship between the historical, geographical and religious context of a civilisation and its population's way of life
- know the significant economic, political, cultural and religious contexts, events and features of the ancient Romans

Specific Expectations

- explore the geography of the region where Rome was founded, assessing why it was a good place for a civilisation
- look at the founding myth of Rome, compare it with what archaeology and history tell us
- look at the early monarchy of Rome and how it functioned
- investigate social classes in ancient Rome, look at everyday life for Plebeians, Patricians and slaves
- look at the rise of Rome in relation to the Greeks and Etruscans
- explore the reasons for the transition from Monarchy to Republic

- explore the organisation of the state during the republic: government, laws and the friction between classes
- learn about the Punic wars
- analyse the features and importance of the Roman army
- explore Roman architecture and buildings, e.g. baths, roads, aqueducts
- understand the main features of the Roman religion

THE ROMAN REPUBLIC TO EMPIRE

Overall Expectations

By the end of fifth grade, students should:

- identify the causal relationship between the physical and environmental features of a territory and the historical events which take place there
- understand the relationship between the historical, geographical and religious context of a civilisation and its population's way of life
- know the significant economic, political, cultural and religious contexts, events and features of the late Roman Republic and early empire

Specific Expectations

- explore the social consequences of Roman expansion, for example poverty, mixing of populations, land reform, rise of populism
- look at the reasons for and course of the social war and civil war (Lucius Cornelius Sulla)
- examine in detail the rise of Julius Caesar, through conquests in Gaul, conflict with Crassus and Pompey, and the crossing of the Rubicon prompting the second civil war
- explore the rule of Caesar as dictator, examine the reasons for and consequences of his assassination
- investigate the final civil war between Mark Anthony and Octavius (Augustus)
- examine the changes introduced under Augustus (the first emperor) and critically examine the differences between the republic and the empire
- look at and map the expansion of the empire, investigate how its culture changed and what social reforms were introduced
- investigate the causes and consequences of the rise of Christianity in the Roman empire – diffusion, persecution and adoption as state religion
- investigate the Pax Romana, look at the history of a united, unified Europe
- look at interactions between Romans and other peoples within their empire

Geography

GEOGRAPHERS' SKILLS

*Not a standalone unit, objectives to be incorporated into other units.

Overall Expectations

By the end of fifth grade, students should:

- use a compass to orientate within a given space or map
- represent a known object and/or space using scale, plans and symbols
- reproduce information through maps and graphic representations of various kinds
- use a number of sources (data, graphs, charts,...) to collect geographical information

Specific Expectations

- understand what the study of geography involves
- understand the features of maps and the range of uses, including looking at digital maps
- navigate using a compass and be able to orient oneself in real space and on maps
- analyse, compare and draw information from a variety of maps (physical, political and thematic), learning to use increasingly detailed keys and symbols
- use both historical and modern maps to derive information about the past
- understand and locate things on a map using longitude and latitude
- create and use scale maps, understanding what real life distance is represented
- interpret and create graphs showing geographical data

THE GEOGRAPHY OF ITALY

Overall Expectations

By the end of fifth grade, students should:

- observe and analyse the territory, landscape, climate and environment of Italy
- know the location and characteristics of the Italian regions
- explore the local territory through direct and indirect observation

Specific Expectations

- analyse a physical map of Italy, memorising the names of the main physical features (E.g. sea names, mountain range names)
- analyse the location, climate, physical and human features of the mountain, hill, plain, rivers, lakes and coastal landscapes
- know the location of regions and major cities in Italy
- understand the main climate regions of Italy and the features of those regions

- understand the different administrative divisions in Italy (nation, region, province, commune)
- investigate and explore the main characteristics and features of each Italian region
- understand the factors which influence climate in Italy
- understand some of the differences between rural and urban life
- analyse different economic sectors in Italy (primary, secondary, tertiary)
- analyse the role of tourism in Italy

CITIZENSHIP, ITALY AND THE EU

Overall Expectations

By the end of fifth grade, students should:

- explore the government of Italy and its place in the EU
- investigate the purpose and role of the EU
- explore our rights and responsibilities as EU citizens
- know some of the history of European integration and the countries which form Europe
- be aware of some important national and international days (E.g.: World Water Day, Holocaust Remembrance Day, Anniversario della liberazione)

Specific Expectations

- understand the aims and objectives of the EU and how it protects the rights of its citizens
- understand our rights and responsibilities as Italian citizens and members of the EU
- evaluate the role of the European Union in promoting peace and friendship among the nations of Europe
- recognise and understand Italy's position as a member of the European Union
- know the states of the European Union and compare Italy with one or more of these states using geographic data and maps

Italiano

Ascolto e oralità

Aspettative generali

Al termine della classe quinta gli studenti dovrebbero:

- Interagire in modo collaborativo in una conversazione, in una discussione o in un dialogo su argomenti di esperienza diretta, formulando domande, dando risposte e fornendo spiegazioni ed esempi.
- Comprendere il tema e le informazioni essenziali di un'esposizione; comprendere lo scopo e l'argomento di messaggi trasmessi dai media.
- Formulare domande precise e pertinenti di spiegazione e di approfondimento durante o dopo l'ascolto.
- Comprendere consegne e istruzioni per l'esecuzione di attività scolastiche ed extrascolastiche.
- Cogliere in una discussione le posizioni espresse dai compagni ed esprimere la propria opinione su un argomento in modo chiaro e pertinente.
- Raccontare esperienze personali o storie inventate organizzando il racconto in modo chiaro, rispettando l'ordine cronologico e logico e inserendo gli opportuni elementi descrittivi e informativi.
- Organizzare un semplice discorso orale o un'esposizione su un argomento di studio utilizzando una scaletta.

Aspettative specifiche

- Saper intervenire appropriatamente alle discussioni di classe rispettando i turni di parola anche in assenza di un moderatore
- Saper selezionare le informazioni necessarie da una spiegazione al fine di comprendere l'argomento trattato
- Intervenire con domande pertinenti all'argomento trattato
- Comprendere e applicare nella pratica una serie di istruzioni
- Raccontare storie (realistiche o fantastiche) con senso compiuto, nel rispetto dell'ordine cronologico e con adeguato approfondimento
- Saper esporre oralmente un argomento in modo autonomo, chiaro e completo

Lettura

Aspettative generali

Al termine della classe quinta gli studenti dovrebbero:

- Impiegare tecniche di lettura silenziosa e di lettura ad alta voce.
- Usare, nella lettura di vari tipi di testo, opportune strategie per analizzare il contenuto.
- Sfruttare le informazioni della titolazione, delle immagini e delle didascalie per farsi un'idea del testo che si intende leggere.

- Leggere e confrontare informazioni provenienti da testi diversi per farsi un'idea di un argomento e per trovare spunti a partire dai quali parlare o scrivere.
- Ricercare informazioni in testi di diversa natura e provenienza per scopi pratici o conoscitivi, applicando tecniche di supporto alla comprensione (sottolineare, costruire mappe e schemi...)
- Seguire istruzioni scritte per svolgere attività o regolare comportamenti.
- Leggere testi narrativi e descrittivi, sia realistici sia fantastici, distinguendo l'invenzione letteraria dalla realtà.
- Leggere testi letterari narrativi e semplici testi poetici cogliendone il senso, le caratteristiche formali più evidenti ed esprimendo e motivando un parere personale.

Aspettative specifiche

- Leggere testi ad alta voce in modo espressivo e rispettando la punteggiatura
- Leggere in modo silenzioso con una discreta velocità comprendendo il testo letto
- Saper anticipare il contenuto del testo usando le parole chiave, il titolo, le immagini
- Saper effettuare una lettura selettiva, al fine di trovare le informazioni necessarie alla ricerca
- Manipolare il testo in schemi, mappe, appunti...
- Comprendere e applicare istruzioni scritte
- Distinguere testi reali da testi fantastici
- Leggere e comprendere testi narrativi e poetici e saper esporre una propria riflessione al riguardo

Scrittura

Aspettative generali

Al termine della classe quinta gli studenti dovrebbero:

- Raccogliere le idee, organizzarle per punti, pianificare una scaletta di un racconto o di un'esperienza.
- Produrre racconti scritti di esperienze personali o vissute da altri che contengano le informazioni essenziali relative a luoghi, persone, tempi, situazioni e azioni.
- Scrivere lettere indirizzate a destinatari noti o aperte o brevi articoli di giornale.
- Esprimere per iscritto esperienze, emozioni o stati d'animo sotto forma di testo riflessivo o diario.
- Riassumere un testo, trasformarlo o completarlo.
- Scrivere semplici testi regolativi per l'esecuzione di attività.
- Realizzare testi collettivi per relazionare su argomenti di studio o esperienza di gruppo.
- Produrre testi creativi sulla base di modelli dati.
- Sperimentare liberamente diverse forme di scrittura, adattando il lessico, la struttura del testo e integrando eventualmente con materiali multimediali.
- Produrre testi sostanzialmente corretti dal punto di vista ortografico, morfosintattico, lessicale, rispettando le funzioni sintattiche dei principali segni interpuntivi.

Aspettative specifiche

- Saper scrivere una storia, partendo da modelli dati, organizzando le idee in una scaletta
- Produrre testi chiari, completi e coesi

- Sapersi esprimere nelle diverse tipologie testuali (diario, lettera, articolo di giornale)
- Manipolare il testo in riassunti, trasformazioni o completamenti
- Scrivere testi non narrativi (informativi, espositivi, regolativi)
- Riuscire a interagire nella realizzazione di testi collaborativi
- Scrivere temi di diversi generi letterari, adattando il lessico, e applicando le regole sintattiche, ortografiche e di punteggiatura
- Applicare le conoscenze apprese (descrizioni, figure retoriche, specifiche informazioni) per arricchire la propria scrittura

Lessico

Aspettative generali

Al termine della classe quinta gli studenti dovrebbero:

- Arricchire il patrimonio lessicale attraverso attività comunicative orali, di lettura e di scrittura e attivando la conoscenza delle principali relazioni di significato tra le parole.
- Comprendere che le parole hanno diverse accezioni e individuare l'accezione specifica di una parola in un testo.
- Comprendere il significato figurato delle parole.

Aspettative specifiche

- Imparare e riutilizzare nuove parole relative ad argomenti specifici
- Dedurre il significato delle parole dal contesto e della radice delle parole stesse
- Riconoscere le parole simili e distinguerle nei testi per significato e accento di pronuncia
- Comprendere la distinzione tra significato letterale e figurato

Elementi di grammatica esplicita e riflessione linguistica

Aspettative generali

Al termine della classe quinta gli studenti dovrebbero:

- Riconoscere in una frase o in un testo le parti del discorso e relativi tratti grammaticali.
- Riconoscere la struttura della frase minima e come espanderla.
- Conoscere le fondamentali convenzioni ortografiche e servirsi di questa conoscenza per rivedere la propria produzione scritta e correggere eventuali errori.

Aspettative specifiche

- Riconoscere e analizzare le nove parti del discorso
- Saper applicare le regole grammaticali in situazioni note e non note
- Avere buona conoscenza della sintassi della frase minima (soggetto, predicato e complemento oggetto) e le principali espansioni (complementi indiretti)
- Aver interiorizzato le regole ortografiche e di interpunzione e servirsi di tali conoscenze per effettuare un'efficace autocorrezione

Citizenship

The Constitution

Overall Expectations

By the end of fifth grade, students should:

- know the unique traits of the Italian Constitution
- develop inclusive and empathetic behaviours

Specific Expectations

- develop a knowledge that the Constitution must be put into practice and protected for the common good
- demonstrate care for oneself and one's own health and safety
- understand the concept of State, Region, Metropolitan, City, Municipality and Municipalities
- know the origin and purpose of the European Union and other main international organisations
- understand the value of cultural and artistic heritage and the importance of respecting public services and shared amenities

Sustainable Development

Overall Expectations

By the end of fifth grade, students should:

- identify behaviours and actions to safeguard the Earth
- formulate ideas and solutions to address environmental issues

Specific Expectations

- understand the importance of individual and collective responsibility regarding the protection of the environment for ourselves and future generations
- understand the need to take action on sustainable development in relation to the goals of Agenda 2030

Digital Citizenship

Overall Expectations

By the end of fifth grade, students should:

- know and use digital tools to improve knowledge and communication

- be able to distinguish between real life and virtual life

Specific Expectations

- understand the use of different methods of communication, using these appropriately in a variety of situations