MCPS CURRICULUM 2.0

LEARNING FOR THE FUTURE

A PARENT'S GUIDE TO GRADE 5 CURRICULUM 2.0

MCPS MONTGOMERY COUNTY PUBLIC SCHOOLS

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VISION

We inspire learning by providing the greatest public education to each and every student.

MISSION

Every student will have the academic, creative problem solving, and social emotional skills to be successful in college and career.

CORE PURPOSE

Prepare all students to thrive in their future.

CORE VALUES

Learning
Relationships
Respect
Excellence
Equity

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CURRICULUM 2.0 broadens instruction beyond reading and mathematics to engage the whole child. Ten subject areas at the elementary level—*art, health education, information literacy, mathematics, music, physical education, reading, science, social studies, and writing*—have been refocused around the critical and creative thinking and academic success skills students need for a lifetime of learning. There are four major features of Curriculum 2.0:

> **"We need to prepare students for THEIR future, not OUR past."**
>
> **Ian Jukes**
> Educator and Futurist

New internationally driven standards in mathematics, reading, and writing: Mathematics, reading, and writing are based on new strengthened standards, called the Common Core State Standards (CCSS). These standards, adopted by Maryland in June 2010, describe the content that students must learn at each grade level and are designed to help U.S. students compete favorably with students around the world.

A renewed focus on teaching the whole child: The curriculum provides more instructional focus on subjects such as the arts, information literacy, physical education, science, and social studies by blending them with mathematics, reading, and writing. Students will receive instruction across all subjects in elementary school.

Integrated thinking, reasoning, and creativity: The integration of thinking and academic success skills—or those skills that contribute to students' ability to creatively solve problems collaboratively, interpret multiple perspectives, analyze complex data, and understand connections among a variety of ideas—is the unique aspect of Curriculum 2.0. These skills have been identified in the educational research as the tools necessary to thrive in the 21st century knowledge-based global economy.

Communication of student progress through an improved "standards-based" report card: The elementary school report card is aligned with the concepts and topics taught in Curriculum 2.0 each marking period. The quarterly report card provides feedback to students and parents throughout the year about how well students are meeting or exceeding academic standards compared with grade-level expectations.

Curriculum 2.0 will better engage students and help them develop the skills they need to thrive in school and beyond.

THINKING AND ACADEMIC SUCCESS SKILLS

Students who thrive academically, socially, and emotionally know more than just facts. They have a certain set of skills that enable them to learn and succeed in almost any environment. These include critical thinking, creative thinking, and academic success skills. The chart on the right describes the thinking and academic success skills that are integrated throughout Curriculum 2.0 as students progress through elementary school.

CRITICAL THINKING SKILLS

Critical thinking involves being objective and open-minded while thinking carefully about what to do or what to believe, based on evidence and reason.

Analysis

- Noticing what's alike and what's different
- Describing what parts make up a whole
- Looking for patterns
- Seeing how things fit together
- Sorting objects

Evaluation

- Questioning facts and claims, including your own
- Demanding evidence
- Checking the reliability of information you're viewing or reading
- Knowing what to do when two sources of information conflict
- Ranking options based on criteria

Synthesis

- Putting things back together after taking them apart
- Seeing how new ideas come from other ideas
- Making something new out of the parts you already have
- Organizing your thoughts

CREATIVE THINKING SKILLS

Creative thinking involves putting facts, concepts, and principles together in new ways and demonstrating a novel way of seeing or doing things.

Elaboration

- Including descriptive details in your writing, conversations, and art work
- Explaining something exactly how it happened takes time
- Explaining your thinking

Flexibility

- Considering the ideas and thoughts of others
- Questioning answers you're given
- Asking "why" questions
- Changing your thinking based on evidence or new ideas

Fluency

- Coming up with many new ideas
- Expressing your ideas or thoughts by writing, drawing, talking, or acting
- Showing the same thing in many ways
- Knowing many ways to answer a question

Originality

- Creating new ideas and products
- Explaining your answers in new and inventive ways
- Turning ideas and products of others into something new
- Seeing problems as a chance to solve something in a new way

ACADEMIC SUCCESS SKILLS

Academic success involves possessing attitudes and behaviors that enable students to reach their full potential in academic settings.

Collaboration

- Respecting the ideas of others
- Asking other people what they think
- Working with others to accomplish a goal or task
- Knowing how to lead a group and be a member of a group

Effort/Motivation/Persistence

- Challenging yourself to accomplish difficult tasks
- Thinking of additional ways to reach your goal when things get difficult
- Never giving up. Asking for help when learning is difficult

Intellectual Risk Taking

- Asking questions to help you understand—every day
- Sharing what you're thinking in a group
- Sharing your ideas and answering questions, even when you're unsure
- Challenging yourself to rise to the next level

Metacognition—Thinking about Thinking

- Thinking about what you already know about a topic before learning more
- Noticing the ways you learn best and asking for help when you're struggling
- Explaining your thinking

> **"Teaching for creativity aims to encourage self-confidence, independence of mind, and the capacity to think for oneself."**
>
> **Sir Ken Robinson,** *Out of Our Minds: Learning to be Creative*

IN CURRICULUM 2.0, GRADE 5, specific critical and creative thinking and academic success skills are identified for each marking period. These skills are explicitly taught through the concepts and topics in the 10 content areas and provide a focus for integration across subjects.

Art	Physical Education
General Music	Reading/Language Arts
Health Education	Science, Technology, and Engineering
Information Literacy	Social Studies
Mathematics	Writing

The following pages highlight the critical thinking, creative thinking, and academic success skills along with the curriculum concepts and topics that are the focus of instruction in each marking period for Grade 5 students.

Curriculum 2.0 is built around developing students' critical and creative thinking skills, as well as essential academic success skills, which will lead to college and career readiness in the 21st century.

MARKING PERIOD 1

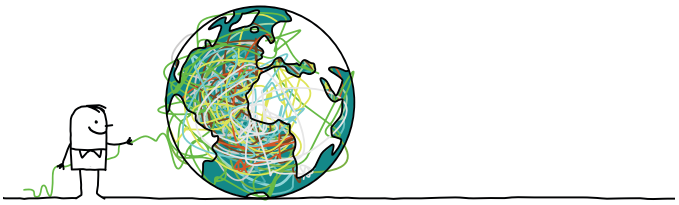
Bulleted concepts in red are graded on the report card for **Marking Period 1**.

Flexibility **(Creative Thinking Skill)**—Being open and responsive to new and diverse ideas and strategies and moving freely among them.

- **Demonstrate** adaptability by changing ideas, questions, resources, or strategies when presented with evidence.

Collaboration **(Academic Success Skill)**—Working effectively and respectfully to reach a group goal.

- **Solicit** and respect multiple and diverse perspectives to broaden and deepen understanding.
- Identify and analyze options for sharing responsibility to reach a group goal.
- Support group decisions with criteria.



SOCIAL STUDIES

- **Economics:** Economic systems in colonial America; British economic policies in the American colonies; impacts and challenges of becoming a new nation.
- History: American Revolutionary War period—interaction between American colonists and Britain; roles and viewpoints of individuals and groups; key events.

SCIENCE, TECHNOLOGY, AND ENGINEERING

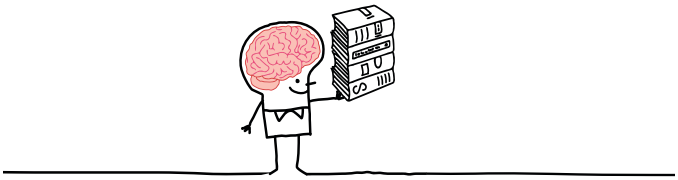
- **Physical Sciences:** Motion of objects—distance, time, direction, speed; changes in motion—force, mass; energy and motion—potential, kinetic; conversion of energy.
- Engineering and Technology: Characteristics and scope of technology; engineering design process.

ART

- **Analyzing and Responding to Art/Creating Art:** Safety and responsibility in art class; composition and theme; artists' style—expression and human experience; evaluation of artwork.

PHYSICAL EDUCATION

- **Movement Skills and Concepts:** Shoot with hands; shoot with feet.
- **Health-Enhancing Physical Fitness and Activity:** Identify activities that enhance the health-related fitness components; identify the phases of an aerobic workout (warm-up, aerobic, and cool down phases); explain the difference between muscular strength and muscular endurance; analyze fitness information and identify flexibility exercises to achieve fitness goals.

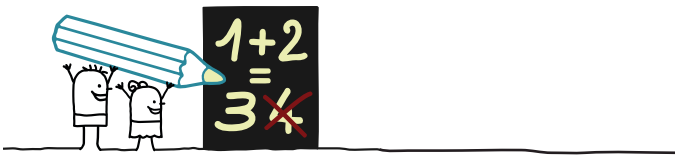


READING/LANGUAGE ARTS

- **Literature:** Adventure, traditional stories; comparison of texts in the same genre, characters, settings, or events; explanation of plot structure; narrator or speaker's point of view; contribution of multimedia elements to text; themes in literature; use of quotes when making inferences; use of academic vocabulary.
- Informational Text: Literary nonfiction—biography; use of quotes when making inferences; analysis of multiple accounts on same topic noting point of view; main idea and key details; explain relationships among individuals, events, ideas, or concepts; integration of information from texts on same topic; comparison of structure in texts; use of print or digital resources to locate information.
- Language/Vocabulary: Collaborative discussions to deepen meaning; use of academic and content-specific vocabulary; clarification of figurative language, homographs, and word relationships; summary of speaker's point of view; use of print and digital reference materials; summary of oral and visual information.

WRITING

- **Informative/Explanatory:** Extended writing—group related information logically; link ideas; use domain-specific vocabulary to develop a topic; incorporate text features; include examples related to the topic; draw a conclusion.
- Narrative: Short composition—establish a situation; describe and develop character's response to events using descriptive details; sequence events using transitional words; conclude events.
- Opinion: Extended writing—introduce the topic; provide logically ordered reasons supported with facts and details; link ideas with phrases and clauses; summarize an opinion in conclusion.
- Process, Production, and Research: Organize ideas from several sources, plan, revise, edit writing; use technology tools to create a presentation for diverse audiences.
- **Use of Language:** Conventions of standard English; edit for verb tenses; compare formal and informal English; use commas and punctuation to separate items in a series; add interjections; consult references; expand, combine, and reduce sentences; report on a topic using multimedia components; adapt speech to a variety of contexts.



MATHEMATICS

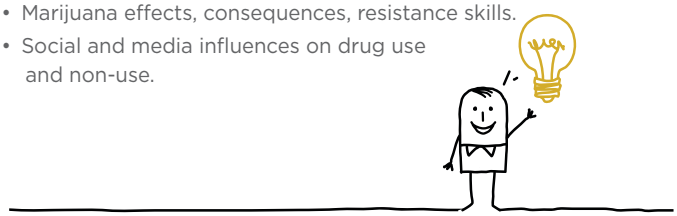
- **Measurement and Data:** Develop and apply volume formulas for rectangular prisms.
- Number and Operations in Base Ten: Fluently multiply multi-digit whole numbers using the standard algorithm; use rectangular arrays, area models, equations, place value strategies, and properties of operations to divide a 2- or 3-digit number by a 2-digit multiple of 10; identify and apply patterns among places in the base ten system including decimals to thousandths; read, write, round, and compare decimals to thousandths; use concrete models, drawings, written methods, place value strategies, and properties of operations to add and subtract decimals to hundredths.
- Operations and Algebraic Thinking: Write, interpret, and evaluate numerical expressions with grouping symbols.

GENERAL MUSIC

- **Analyzing and Responding to Music:** Identify instruments by sight and sound; connections between music and historical events; conduct in various meters; audience behaviors.
- Performing Music: Vocal technique—diction and expression; chordal accompaniment; songs and dances of various periods and cultures.
- **Music Reading:** Melodic.

HEALTH EDUCATION

- Recognize and apply effective communication skills.
- Examine complex emotions and emotional responses.
- Investigate the components of well-being to promote personal self-change.
- Apply personal decision making strategies.
- Stress management skills.
- Prescription/OTC safe use.
- Tobacco resistance skills.
- Alcohol effects, consequences, resistance skills.
- Marijuana effects, consequences, resistance skills.
- Social and media influences on drug use and non-use.



INFORMATION LITERACY

- Inquiry process: Develop and refine researchable questions.
- Resource identification and location: Search strategies for print, digital, and multimedia resources.
- Source evaluation: Currency, authority, bias, and defense of choices.
- Note taking: Use technology tools to organize content.
- Information analysis and synthesis: Interpretations; fact and opinion; point of view; defense of conclusions.
- Product development and evaluation: Design and format for diverse audiences; technology presentations; use feedback to reflect on contributing to a learning community.
- Intellectual property: Citation information; create list of sources.
- Literature appreciation: Selection and connections to personal and academic pursuits.

MARKING PERIOD 2

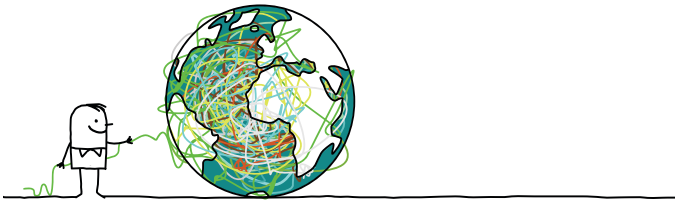
Bulleted concepts in blue are graded on the report card for **Marking Period 2**.

Synthesis **(Critical Thinking Skill)**—Putting parts together to build understanding of a whole concept or to form a new or unique whole.

- Integrates ideas, information, and theories to invent or devise a solution.
- Formulate generalizations by examining parts and putting them together.

Metacognition **(Academic Success Skill)**—Knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking.

- Self-monitor strategies to assess progress and apply new thinking.
- Seek clarification and adapt strategies to attain learning task/outcome.



SOCIAL STUDIES

- **Civics:** Articles of Confederation; United States Constitution; the Bill of Rights; the American political system; civic participation today; rights and responsibilities today.
- History: Effects of the American Revolution; changes in colonial and national governments.
- Conflicts and Compromises: Changes in the United States government; the Constitutional Convention.

SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Physical Sciences:** Static electricity; electrical energy—circuits, conduction; magnetism—magnetic forces; forces—wave energy; electromagnets.
- Engineering and Technology: Characteristics and scope of technology; engineering design process.

PHYSICAL EDUCATION

- **Movement Skills and Concepts:** Overhand throw to a target moving away from the thrower; catch a thrown ball while moving away from the thrower; strike with body parts (underhand serve).
- **Personal and Social Responsibility:** Goal setting; establish, monitor, and modify a personal physical activity goal.

READING/LANGUAGE ARTS

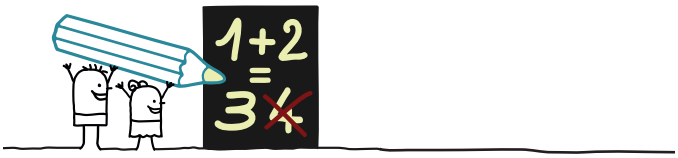
- **Literature:** Traditional stories and mysteries; Junior Great Books; comparison of texts in the same genre, characters, settings, or events; explanation of plot structure; narrator or speaker's point of view; contribution of multimedia elements to text; themes in literature; use of quotes when making inferences; use of academic vocabulary.
- Informational Text: Literary non-fiction; use of quotes when making inferences; analysis of multiple accounts on same topic noting point of view; main idea and key details; explain relationships among individuals, events, ideas, or concepts; integration of information from texts on same topic; comparison of structure in texts; use of print or digital resources to locate information.
- **Language/Vocabulary:** Collaborative discussions to deepen meaning; use of academic and content-specific vocabulary; clarification of figurative language, word relationships; summary of speaker's point of view; use of print and digital reference materials; summary of oral and visual information; Greek and Latin affixes and roots.

ART

- **Analyzing and Responding to Art/Creating Art:** Idea development—media experimentation and aesthetic qualities; art and human experience—different times and places, expression of thoughts and feelings; connections between art and other contents; criteria for judging art.

WRITING

- **Informative/Explanatory:** Extended writing—group related information logically; link ideas; use domain-specific vocabulary to develop a topic; include examples, quotations, facts, and definitions related to the topic; draw a conclusion, link ideas using words, phrases or clauses; draw a conclusion.
- Narrative: Short composition—introduce a narrator; use dialogue, description and pacing to develop a clear event sequence; conclude events.
- Opinion: Short composition—introduce the topic; support reasons with facts and details; link opinions and reasons with phrases and clauses; draw conclusions.
- Process, Production, and Research: Organize ideas from several sources, plan, revise, edit writing; use technology tools to create a presentation for diverse audiences.
- Use of Language: Conventions of standard English; edit for conjunctions; consult references; expand, combine, and reduce sentences; speak clearly at an understandable pace; report on a topic using multimedia components.



MATHEMATICS

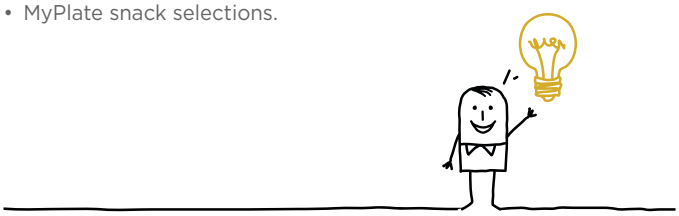
- **Number and Operations in Base Ten:** Use rectangular arrays, area models, equations, place value strategies, and properties of operations to divide a up to a 4-digit number by a 2-digit number.
- Number and Operations–Fractions: Use equivalent fractions as a strategy to add and subtract fractions; solve word problems involving addition and subtraction of fractions; solve word problems involving multiplication of fractions and whole numbers with whole number products.

GENERAL MUSIC

- **Analyzing and Responding to Music:** Describe musical form; describe songs and dances of various periods and cultures; identify major and minor modes.
- Performing Music: Vocal technique—diction and expression; partner songs and descants; chordal accompaniment.
- Music arranging.

HEALTH EDUCATION

- Personal health maintenance, responsibilities, skills.
- Health information, products, services.
- Health care issues.
- Food intake, physical activity, weight management, health.
- Effects of body image and eating.
- Healthy eating goal setting.
- MyPlate snack selections.



INFORMATION LITERACY

- Inquiry process: Develop and revise questions based on resources.
- Resource identification and location: Search strategies for print, digital, and multimedia resources.
- Source evaluation: Currency, relevance, defense of choices.
- Note taking: Use technology tools to organize content.
- Information analysis and synthesis: Revision of questions; summarize and paraphrase different interpretations; relevance and completeness.
- Product development and evaluation: Develop design criteria for diverse audiences; create and revise technology presentations.
- Intellectual property: Citation information; create list of sources.
- Literature appreciation: Defense of literature choices and intellectual freedom.

MARKING PERIOD 3

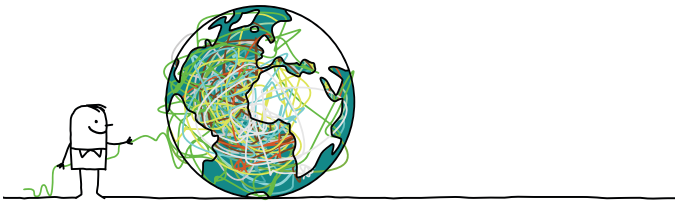
Bulleted concepts in green are graded on the report card for **Marking Period 3**.

Elaboration **(Creative Thinking Skill)**—Adding details that expand, enrich, or embellish.

- Combine or add to thoughts, ideas, processes, or products.

Intellectual Risk Taking **(Academic Success Skill)**—Accepting uncertainly or challenging the norm to reach a goal.

- Adapt and make adjustments to meet challenges when seeking solutions.
- Demonstrate willingness to accept uncertainty by sharing ideas, asking questions, or attempting novel tasks.
- Challenge self and others to advance skill level.



SOCIAL STUDIES

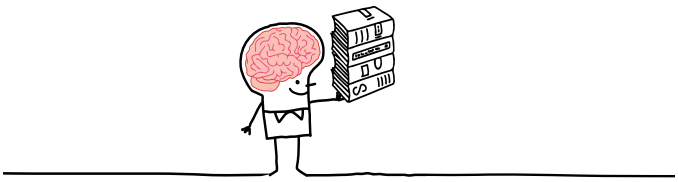
- **Geography:** Geographic characteristics of the United States; population growth, migration, and settlement patterns in the United States; territorial expansion to the Appalachian Mountains; territorial expansion to the Mississippi River; territorial expansion to the Pacific Ocean.
- Changes in industry, transportation, education and rights in the 1800s.

SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Earth and Space Sciences:** Astronomy—celestial patterns, light and shadow; properties and patterns of Earth and stars; Earth's relationship to the sun; characteristics of Earth and other planets; characteristics of other celestial bodies—comets, asteroids, meteors, moon.
- Physical Sciences: Wave energy—light; properties of light—pathways and interactions with materials.
- **Engineering and Technology:** Impact of products and systems; influence and impact of space exploration on technology.

PHYSICAL EDUCATION

- **Movement Skills and Concepts:** Creative dance (sequence, rhythm, formation, and coordinating movement with others); meet and part; unison and contrast; mirror and match; advanced tumbling sequences (balance, weight transfer, and rolls).
- **Personal and Social Responsibility:** Conflict resolution (voice your opinion, listen to others, compromise, get help).



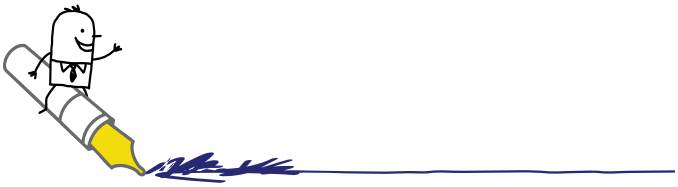
READING/LANGUAGE ARTS

- **Literature:** Poetry, realistic fiction, Junior Great Books; comparison of texts in the same genre, characters, settings, or events; explanation of plot structure; narrator or speaker's point of view; contribution of multimedia elements to text; themes in poetry; use of quotes when making inferences; use of academic vocabulary.
- Informational Text: Literary non-fiction—graphic novels; explanation of events, procedures, or concepts in a text; interpretation of visual and oral information; use of text evidence when making inferences; main idea and key details; description of text organization; use of academic vocabulary; integration of information from two texts; author's use of reasons and evidence to support points.
- **Language/Vocabulary:** Collaborative discussions to deepen meaning; use of academic and content-specific vocabulary; clarification of figurative language, homographs, and word relationships; summary of speaker's point of view; use of print and digital reference materials; summary of oral and visual information; Greek and Latin affixes and roots.

ART

- **Analyzing and Responding to Art/Creating Art:** Theme—expression of personal stories and feelings; criteria for judging art; representation of what is observed.

ELABORATION AND INTELLECTUAL RISK TAKING



WRITING

- **Informative/Explanatory:** Short composition—determine a text structure such as description; link ideas; include examples and quotations related to the topic; draw a conclusion.
- Narrative: Extended writing—establish a situation; describe and develop character's response to events using descriptive details; sequence events using transitional words, phrases, and clauses; conclude events.
- Opinion: Short composition—introduce the topic; provide logically ordered reasons supported with facts and details; link ideas with phrases and clauses; summarize an opinion in conclusion.
- Process, Production, and Research: Organize ideas from several sources, plan, revise, edit writing; use technology tools to create a presentation for diverse audiences.
- Use of Language: Conventions of standard English; edit for present tense; consult references; recall experiences using multimedia components.

MATHEMATICS

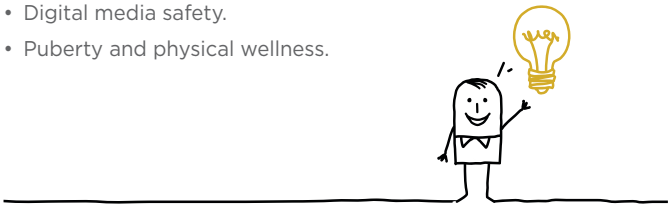
- **Numbers and Operations–Fractions:** Use equations, area models, and number line models to multiply a whole number or a fraction by a fraction, including mixed numbers; interpret multiplication as resizing; apply and extending previous understandings to divide unit fractions by whole numbers and whole numbers by unit fractions; interpret fractions as division of numerator by denominator; solve word problems involving multiplication and division of fractions.
- **Measurement and Data:** Solve measurement problems involving line plots.

GENERAL MUSIC

- **Analyzing and Responding to Music:** Connections between music and other arts; describe songs and dances of various periods and cultures; identify differences in performances; move to communicate meaning or feeling in music.
- Reading and Notating Music: Music reading—melodic; music notation—melodic.
- Improvisation with instruments.

HEALTH EDUCATION

- Household products, safety rules, procedures.
- Inhalant abuse.
- Avoiding sexual harassment.
- Intimidating behaviors.
- Self and family.
- Healthy relationships: peers, social groups.
- Digital media safety.
- Puberty and physical wellness.



INFORMATION LITERACY

- Inquiry process: Develop and revise questions based on resources.
- Resource identification and location: Search strategies for print, digital, and multimedia resources.
- Source evaluation: Currency and relevance.
- Note taking: Use technology tools to organize content.
- Information analysis and synthesis: Revision of questions; location of additional information.
- Product development and evaluation: Develop design criteria for diverse audiences; use feedback to reflect on contributing to a learning community.
- Intellectual property: Citation information; create list of sources; fair use and Creative Commons.
- Literature appreciation: Selection and connections to personal and academic pursuits.

MARKING PERIOD 4

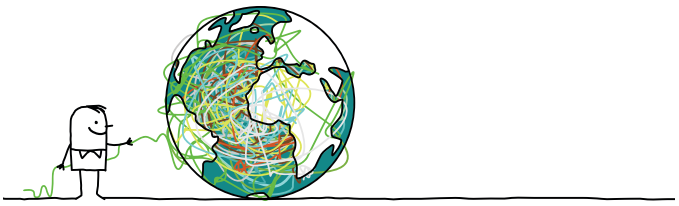
Bulleted concepts in yellow are graded on the report card for **Marking Period 4**.

Evaluation **(Critical Thinking Skill)**—Weighing evidence, examining claims, and questioning facts to make judgments based upon criteria.

- Justify a choice or solution based on criteria using evidence and reason.
- Question facts and claims.
- Determine the credibility of information and claims.
- Determine how to use conflicting information.

Effort/Motivation/Persistence **(Academic Success Skill)**—Working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures.

- Identify the components of goal-setting.
- Develop and demonstrate a sequenced program of action to achieve a goal or solve a problem.



SOCIAL STUDIES

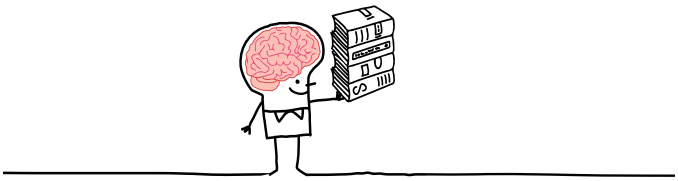
- **Economics:** Goods and services produced in Maryland—past and present; technological changes—impacts on consumers and businesses, the global market; careers; financial decision making—spending, saving, investing, sharing; debt and credit.

SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Life Sciences:** Multicellular organisms—plant and animal cells, specialized cells; unicellular organisms; heredity—inheritance and variation of traits in plants and animals.
- Engineering and Technology: Development, impact and use of technology—microscopes, troubleshooting.

PHYSICAL EDUCATION

- **Movement Skills and Concepts:** Strike with short-handled implements (using forehand and backhand strokes to strike a moving ball); strike with long-handled implements (golf club).
- Health-Enhancing Physical Fitness Activity: Apply the FITT guidelines (frequency, intensity, time, and type) to improve health-related fitness..



READING/LANGUAGE ARTS

- **Literature:** Plays, poetry; comparison of genres; use of text evidence when making inferences; differences between poems, drama, and prose; comparison of themes in two texts; use of academic language; comparison of narrators' points of view.
- Informational Text: Information presented in diverse formats—articles, poetry, Junior Great Books, video, etc.; use of quotes when making inferences; analysis of multiple accounts on same topic noting point of view; main idea and key details; explain relationships among individuals, events, ideas, or concepts; integration of information from texts on same topic; comparison of structure in texts; use of print or digital resources to locate information.
- **Language/Vocabulary:** Collaborative discussions to deepen meaning; use of academic and content-specific vocabulary; clarification of figurative language and word relationships; summary of speaker's point of view; use of print and digital reference materials; summary of oral and visual information.

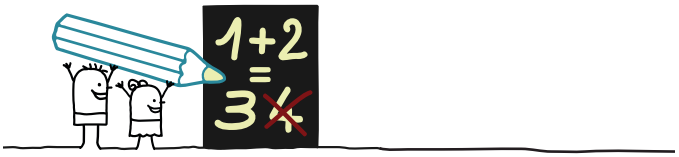
ART

- **Analyzing and Responding to Art/Creating Art:** Artistic Heritage—style, form, different times and places; artistic innovation—strategies, techniques, resources; criteria for judging art; evaluation of artwork.

EVALUATION AND EFFORT/MOTIVATION/PERSISTENCE

WRITING

- **Informative/Explanatory:** Extended writing—group related information logically; link ideas with phrases and clauses, focus on a topic; use domain-specific vocabulary to develop a topic; incorporate text features; include examples related to the topic; draw a conclusion.
- Narrative: Short composition—compose a clear event sequence using sensory and descriptive details; use transitional phrases and clauses, provide closure based on events.
- Process, Production, and Research: Organize ideas from several sources, plan, revise, edit writing; use technology tools to create a presentation for diverse audiences.
- Use of Language: Conventions of standard English; edit for correlative conjunctions; consult references; report on a topic using multimedia components.
- **Opinion:** Extended writing—introduce an opinion; provide logically ordered reasons supported with facts and details; link ideas with phrases and clauses; summarize an opinion in conclusion.



MATHEMATICS

- **Measurement and Data:** Solve multi-step word problems involving conversion of measurement units.
- Number and Operations in Base Ten: Use concrete models, drawings, written methods, place value strategies, and properties of operations to multiply and divide decimals to hundredths.
- Geometry: Graph points on a coordinate plane; classify two-dimensional figures in a hierarchy based on properties.
- **Operations and Algebraic Thinking:** Generate, analyze, and graph numerical patterns using two given rules.

GENERAL MUSIC

- **Creating Music:** Composition and music notation of original melodies; improvise with instruments; improvise with the voice.
- Reading and Notating Music: Music reading—melodic.
- Vocal technique: Perform partner songs and descants, ensemble performance, diction and expression.
- Playing technique: World instruments.

HEALTH EDUCATION

- Disease classification, pathogens & modes of transmission Immune system.
- Risk factors for developing disease.
- Disease prevention strategies.
- HIV/AIDS.
- Risk factors for developing disease HIV/AIDS.

INFORMATION LITERACY

- Inquiry process: Develop and revise survey and interview questions.
- Resource identification and location: Search strategies for print, digital, and multimedia resources.
- Source evaluation: Authority, bias, and defense of choices.
- Note taking: Use technology tools to organize content.
- Information analysis and synthesis: Fact and opinion; revision of questions; summarize and paraphrase different interpretations; accuracy and discrepancies; point of view; conclusions.
- Product development and evaluation: Design and format for diverse audiences; technology presentations; use feedback to reflect on contributing to a learning community.
- Intellectual property: Citation information; create list of sources; fair use and Creative Commons.
- Literature appreciation: Connections to personal and academic pursuits and intellectual freedom.

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.

The MCPS Parent Academy offers free workshops that provide parents with information and resources to support their children's success in school. For more information, visit www.mcpsparentacademy.org.

Additional information about Curriculum 2.0 is available at www.montgomeryschoolsmd.org/curriculum/2.0/.

MCPS

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www.montgomeryschoolsmd.org

Published by the Department of Materials Management
for the Office of Curriculum and Instructional Programs
0012.14ct • Editorial, Graphics & Publishing Services • 8/13 • 14,000